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ABSTRACT

This book examines research on what is occurring in the United States with mentoring for first-year teachers, focusing on statewide mentoring programs. After an introduction, "Why Mentoring?", the four chapters look at: (1) "Mentoring Definitions" and "First-Year Teachers"; (2) "Procedure for This Mentoring Research"; (3) "State Department of Education Addresses," "Status of Statewide Mentoring Programs," "Specifics of State Charts," and "Mentoring in the United States (1993-1994 state-by-state and 1999-2000 state-by-state); and (4) "Conclusion." (Includes references.) (SM)

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ED 448 139

Millennium Mentoring

1stYearTeacher
Statewide Mentoring Programs
in the United States
1994 & 2000

Karen Lea French, Ph.D.
"Frenchy"

- SP039657

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Millennium Mentoring

1st Year Teacher
Statewide Mentoring Programs
in the United States

1993-1994
&
1999-2000

Dr. Karen Lea French
"Frenchy"

Frenchy's Publishing House
Anchorage, Alaska

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First Edition

Frenchy's Publishing House
1510 Shore Drive
Anchorage, Alaska 99515

This book is dedicated to:

Reuben Little III
for your support, love, caring and sharing.

All teachers in the United States.

Mentors everywhere.

About the Author

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Karen Lea French was born in Jamestown, New York, July 21, 1953. She began her teaching career at the age of 19 in Ft. Lauderdale, Florida, teaching emotionally disturbed students in grades 6-8. She moved to Simi Valley, California three years later, where she taught special education for 3 years. She loves the outdoors and wide open spaces, which is why she relocated to Anchorage, Alaska in 1979.

Dr. French received her B.S. from Buffalo State; her M.A. from Northridge, California, and her Ph.D. from The Fielding Institute in Santa Barbara, California. Her favorite teaching assignment is first grade. She will end her public school teaching career June 2, 2000.

"Frenchy" will then consult around the world in the area of mentoring and motivation. She has presented several lectures and workshops internationally in Kenya, Africa. She has a wealth of knowledge in the area of mentoring and is highly energetic and enthusiastic in her discussions and presentations.

Dr. French is currently working on two other books: *The Mask of Strength: Strong Women Who Have NOT been Mentored*; and *Helping the Helper: Allowing Help for Yourself as You Help Others.*

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INTRODUCTION

Mentoring can be a powerful way to provide learning, guidance and support, especially for first-year teachers who graduate from student teaching to a classroom of their own, and are expected to perform at the same level as experienced colleagues. Without guidance and support, the first-year teacher can feel adrift and may be at risk for failure.

Such feelings characterized *my* first year of teaching in a large junior high school. I asked for assistance and received none. Instead, I received a pat on the back with the advice, "Do what you think is best". How could I know what was *best*, when I had neither the experience nor specific strategies to attempt? Even last year, when I taught a new grade level, I again felt like a new teacher. Once again I had no mentor to guide or support me. I have strongly encouraged mentoring programs for first-year teachers and have been a mentor to many because of my own experiences.

When I began teaching in Florida in 1972, I was 19 years old. I felt I could conquer the world and wanted to prove it. What I faced, however, nearly conquered me! I selected the most difficult position imaginable, teaching socially maladjusted students in grades 6-8. I was given the worst students in the school, placed in a small house beside the school with no lights, no chalkboards, and not enough room for all the students in any one room. I needed and wanted (begged for) a mentor, guide and helper. It was as if I and my students were off limits. When I asked for help, the other teachers just said, "Oh, honey, you just do what you think is best." I thought to myself, "What would that be? What would that look like? Could you perhaps give me some clue, even one idea, one tidbit?" I had to do it myself. I did it my own way.

In 1994 I had a similar experience. I had a new grade level; and even after 22 years of teaching, I once again felt like a beginning teacher. Once again I asked for help. Other teachers listened politely but were of little assistance. From my personal experience of not having a mentor, I have become interested in mentoring research.

The goal of this research has been to learn what is happening in the United States with mentoring for first-year teachers. This research focuses on statewide mentoring programs for first-year teachers.

CHAPTER ONE

Mentoring Definitions

Mentoring has a variety of definitions. Most definitions do, however, emphasize the aspect of the *relationship* between the mentor and the mentee.

> "A developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future...anyone who has a beneficial life - or style-altering effect on another person, generally as a result of personal one-on-one contact; one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation" (Shea, 1994, pp. 13-14).

> *Mentors are guides.* They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way. There is a certain luminosity about them, and they often pose as magicians in tales of transformation, for *magic* is a word given to what we cannot see, and we can rarely see across the gulf...We have much to learn from the mythology of the mentor" (Daloz, 1986, p. 17).

> "Mentoring relationships should be mutually respectful, mutually beneficial and mutually valuable, with the mentor willing to supply both academic information and emotional support and the mentee able to respond as an equal" (Gaffney, p. 1).

First-Year Teachers

First-year teachers go through an extraordinary transition from student teacher with much support to first-year teacher, often with little or no support. Agreement is nearly universal among educational theoreticians, teacher trainers, and researchers that the first year of teaching is the most difficult and least appreciated phase in a teacher's career (Grant & Zeichner, 1981; Gray & Gray, 1985). "A common misconception about teaching is that teaching is an easy-to-learn and easy-to-do task. It is thought that once an individual completes a teacher training program, that person is then as capable of assuming responsibilities as the classroom-seasoned veteran" (Sedinger & Blasik, 1992, pg. 4).

Teaching is the only profession where the expectations for beginners are identical to those of veterans. In other words, "Tasks are not added sequentially to allow for gradual increase in skill and knowledge; the beginner learns while performing the full complement of teaching duties" (Lortie, 1975, p. 72). How does this impact the first-year teacher? Are they so overwhelmed they do not know how to ask for help, or for what kind of help to ask? Among these incredible expectations, how does mentoring happen?

The first year of teaching is described by Lilian Katz (1977) as a year of "survival" or "trial-by-fire", in which the new teacher struggles with realities of classroom management and everyday situations. This appears to be essential in the switch from the "myth" of teaching to the "reality" of teaching. Teachers idealize what their first year of teaching will be like and are rarely prepared for the reality of the situation they encounter. Not only do teachers

idealize what the teaching experience will be like, but also they may idealize what a mentor can do for them.

Burden (1980, 1982) found the concerns of first-year teachers to be improving their skills, teaching the subject, and maintaining classroom control. The mentoring experience may be critical in allaying these concerns.

What, then, is happening in the United States to support teachers in their first year? How many states have a statewide program of mentoring for first-year teachers? How much emphasis and monetary support is given to assist teachers new to the profession?

CHAPTER TWO

I wanted to know what was happening in the United States with mentoring for first year teachers. I had sabbatical from the Anchorage School District during the 1993-1994 school year to begin my doctorate program at the Fielding Institute in Santa Barbara, California. I also traveled throughout the United States researching statewide mentoring programs for first-year teachers.

First I sent the questionnaire to every state department of education in the United States. After I received responses, I put the information onto charts. As with any questionnaire, many were not returned.

I also drove by car from Alaska throughout the United States to talk with as many department of education personnel as possible. I am a person who would rather see where a person works and talk with them in person and add the personal touch.

I then got a recorder for my phone and called the states I had not heard from. I used the recorder so that I did not need to frantically attempt to write all the information I was receiving. I then added this information to the charts.

During the 1999-2000 school year, I repeated several of these steps to again gather this information. I sent out the letters and again made the phone calls. I did not have the opportunity to travel in person to the sites this time. I have been thankful for the added technology of the fax machine and e-mail. It seems much more accessible, and faster to obtain the desired information.

I wanted to establish the strict criteria that to qualify as having a statewide mentoring program, all first-year teachers would need to have a mentor. I found this to be too rigid for reality. There were several states which would then say they had a statewide program,

and I would disqualify them by my set of rules. I therefore accepted what each state said as to if they did or did not have a statewide mentoring program. The difference would be from 5-10 states in these varied definitions of statewide mentoring programs.

I must say I found it almost humorous on many occasions when I was phoning for information. One person would say, "No, I don't believe we have a mentoring program." The next person I was transferred to would say, "Yes, we have a statewide mentoring program." It continues to be perplexing to me that personnel were not aware of what programs they do or do not have. This poses the question of what to do with differing information from the same state. Florida was such a dilemma for me during the 1999-2000 school year. One person returned a phone call assuring me that Florida does not have a mentoring program. Another person sent validation of having a mentoring program in Florida.

Let me assure you, the time spent phoning is incredible. I would be routed from 1 to 8 times to determine an answer. Often I would be promised a return phone call, which would occur 70% of the time.

I deeply appreciate the time spent by all those who responded. I realize the time and effort required to accomplish this.

I hope this book will serve as a reference for those who now have a mentoring program, as well as those wishing to establish one. I worked alone on this project and used my own money for all aspects of the research.

I apologize for any inaccuracies of information. I did the best I could from the information given to me. This is the first draft of the book, and I would like to correct any inaccuracies if you find them. Please contact me via phone, fax or e-mail with any information which would be helpful. How I may be contacted:

Dr. Karen Lea French, 1510 Shore Drive, Anchorage, Alaska 99515. Phone: 907-522-1400 Fax: 907-522-1998 E-mail: frenchie@alaska.net.

I greatly enjoyed the process of gathering the information, traveling to various sites, meeting personnel from around our nation and visiting and discussing mentoring with so many. Thank you to all who participated, and those who will now be sending information to fill in any gaps. I hope you will enjoy this document as much as I have relished putting it together. My sincere desire is that this book will be helpful in furthering mentoring programs for teachers in the United States.

State Department Of Education

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Status of Statewide Mentoring Programs For First Year Teachers

	1993-1994	1999-2000
Alabama	NO	NO
Alaska	NO	NO
Arizona	NO	NO
Arkansas	NO	YES
California	YES	YES
Colorado	YES	YES
Connecticut	YES	YES
Delaware	NO	YES
District of Columbia	YES	NO
Florida	YES	NO

	1993-1994	1999-2000
Georgia	YES	YES
Hawaii	NO	NO
Idaho	NO	YES
Illinois	NO	NO
Indiana	YES	YES
Iowa	NO	YES
Kansas	NO	NO
Kentucky	YES	YES
Louisiana	NO	YES
Maine	NO	NO
Maryland	NO	NO
Massachusetts	NO	NO
Michigan	NO	YES
Minnesota	YES	NO
Mississippi	NO	NO
Missouri	YES	YES
Montana	YES	NO
Nebraska	NO	YES

	1993-1994	1999-2000
Nevada	NO	NO
New Hampshire	NO	NO
New Jersey	YES	YES
New Mexico	NO	NO
New York	NO	NO
North Carolina	YES	YES
North Dakota	NO	NO
Ohio	YES	NO
Oklahoma	YES	YES
Oregon	NO	NO
Pennsylvania	YES	YES
Rhode Island	NO	NO
South Carolina	NO	YES
South Dakota	NO	NO
Tennessee	NO	NO
Texas	YES	NO
Utah	NO	NO
Vermont	NO	NO
Virginia	NO	NO

	1993-1994	1999-2000
Washington	YES	YES
West Virginia	YES	YES
Wisconsin	NO	NO
Wyoming	NO	NO
YES	19	21
NO	32	30

Specifics of the State Charts

1. Each state chart has figures for the number of schools, students and teachers in the state. If I received the figures directly from the state, there is no * with the figure.

2. If I used the Digest of Educational Statistics, I used an * with the figure. The dates for the 1993-1994 section are from the fall, 1994 figures. The dates for the 1999-2000 section are fall, 1996.

3. I attempted many times to receive the figures directly from the state, to be as accurate as possible. I did not find more current data than 1996 for the statistics I needed, even in the 1999 Educational Digest.

4. I am surprised I was unable to gather more information from the states regarding the number of new teachers each year.

1993 - 1994

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Alabama

State Department Of Education
Gordon Persons Building
50 N. Ripley Street
Montgomery, AL 36130

Mentor Program Questions

1. Total number of schools in state:	*1,309
2. Total number of students in state:	*736,531
3. Total number of teachers in state:	*42,791
6. Does your state have a statewide mentoring program?	NO
7. If not, have you ever had a statewide program?	NO

Alaska

State Department Of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2800

Mentor Program Questions

1.	Total number of schools in state:	*498
2.	Total number of students in state:	*127,057
3.	Total number of teachers in state:	*7,205
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	NO
8.	If not, why?	Alaska is geographically too spread out to monitor statewide mentoring programs effectively. Some districts do provide mentoring programs for first-year teachers.

Arizona

State Department Of Education
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 542-4361

Contact Person:

Sue Huber
Teacher Specialist
Tom Cox
Deputy Assoc. Superintendent
602-542-3740

Mentor Program Questions

1.	Total number of schools in state:	225 School Districts 1080 Schools 935 Elementry 173 High School
2.	Total number of students in state:	732,306 Includes preschool handicapped 541,031 Elementary 191,275 High School
3.	Total number of teachers in state:	35,062
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	NO
8.	If not, why?	There is an alternative secondary certificate which is a full certificate. There is a district level phenomenon. Sept. - Dec., 1 time per week Deer Valley Management is taught by 2 teachers in the district. Mentoring is done on and individual school district basis. Local authority is given to the school districts to establish mentoring programs.

Arkansas

State Department Of Education
Capitol Mall, Bldg. 4
Little Rock, AR 72201
(501) 682-4205
(501) 682-4466

Mentor Program Questions

1. Total number of schools in state:	*1,073
2. Total number of students in state:	*447,565
3. Total number of teachers in state:	*26,181
6. Does your state have a statewide mentoring program?	NO
7. If not, have you ever had a statewide program?	We do not have an established mentoring program statewide. Many districts do have mentoring programs, but there is no statewide initiative.

California

State Department Of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 445-4688

Contact Person:

Sue Garmston, Consultant
Teaching Support Office
916-657-5482

Mentor Program Questions

1.	Total number of schools in state:	*7,821
2.	Total number of students in state:	*5,407,475
3.	Total number of teachers in state:	*225,016
6.	Does your state have a statewide mentoring program?	YES California Mentor Teacher Program BEST - Beginning Teacher Support and Assistance Program
9.	If yes, when did the program begin?	1983

10.	What was the reasoning for beginning the mentoring program?	The California Mentor Teacher Program was established as part of the Hughes/Hart Educational Reform Act of 1983. The purpose of the Mentor Teacher Program is to retain exemplary teachers in the teaching profession by having them remain in the classroom and share their expertise with new and continuing teachers. Local education agencies (LEAs) have broad latitude in designing, implementing, and evaluating their individual mentor programs. Today LEAs are being asked to plan their mentor programs as part of the larger, long-range strategy for the improvement of teacher leadership, collegiality, and curriculum improvement.
11.	Who was responsible for starting the mentoring program? Why?	The California Mentor Teacher Program was authorized by Article 44490-6 of State Bill 813, which began: "It is the intent of the Legislature in the enactment of this article to encourage teachers currently employed in the public school system to continue to pursue excellence within their profession, to provide incentives to teachers of demonstrated ability and expertise to remain in the public school system, and to restore the teaching profession to its position of primary importance within the structure of the state educational system." (Hughes and Hart, 1983)
12.	How is the mentoring program financed or funded?	State of California

13. What is the budget for the mentoring program?	Vacaville Unified School District Mentor Program Vacaville Unified School District, with 14 schools serving a socioeconomically and racially diverse student population of 10,000 in the San Francisco Bay area, implemented its version of the California Mentor Teacher Program in the spring semester of 1984. In 3 years, the program has become a valuable resource for new and experienced teachers and an important recognition and reward program for outstanding teachers.
14. How is the money allocated?	$6000 per mentor teacher $4000 stipend to mentor teacher $2000 in administrative support money
15. How are the mentors selected?	Through a selection process which included written applications, interviews, and classroom observations, the district's elementary and secondary teacher selection committees recommended eight teachers - 4 elementary and 4 secondary - to a governing board which appointed the eight nominees as mentor teachers for the spring of 1984. Subsequently, state allocations permitted growth of the program to 13 mentor teachers in the 1984-85 school year and to 16 in the 1985-86 school year.

18. What are the positive aspects of the mentoring program?	The Assistant Superintendent of Curriculum and Instruction supervises the District Mentor Teacher Program, a responsibility which includes direction of the selection process, orientation of mentor teachers to their roles, assignment of mentor teachers to requesting teachers, provision of periodic meetings and inservice programs for mentor teachers, guidance for the development of mentor teacher responsibilities, publicity and budget management. Assisted by the coordinator of special projects, public and private educational agencies provide training and support services for the innovative instructional leadership roles of the mentor teachers.

Virtually all districts in the state of California participate in the mentoring program, which allows them to appoint up to five percent of their eligible teachers as mentors. Mentor teachers receive a $4000 stipend and additional support monies for professional development and to assist them in their mentoring responsibilities. The mentor's primary responsibility is to support beginning teachers, but they may also provide professional and curriculum development for all teachers.

The budget for fiscal year 1992-93 was $68,877,000, representing a 1.4 percent decrease from 1991-92. To minimize the impact of the reduction in money, the department revised its policy concerning the administration of mentor entitlements. In 1992-93, LEAs will receive an entitlement of $5,779 per mentor position, and have discretion in determining the amount of the stipend and support costs for each mentor position. (Fact Sheet, California Mentor Teacher Program)

In addition, California funds 15 combinations of districts (many of whom work collaboratively with universities) in a program called the Beginning Teacher Support and Assessment Program.

I contacted the Vacaville Unified School District as one example of a mentoring program, which is what is in the chart above for California.

Colorado

State Department Of Education
State Office Building
201 E. Colfax Ave.
Denver, CO 80203
(303)866-6600

Contact Person:

Pat Pease
Office of Professional Services
303-866-6852

Mentor Program Questions

1.	Total number of schools in state:	172 School Districts *1,460 Schools
2.	Total number of students in state:	*640,521
3.	Total number of teachers in state:	*34,894
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	July 1, 1994
10.	What was the reasoning for beginning the mentoring program?	Legislature required induction program for first year teachers.
11.	Who was responsible for starting the mentoring program? Why?	Legislature

12.	How is the mentoring program financed or funded?	There is no state money allocated for the mentoring program.
13.	What is the budget for the mentoring program?	All of the induction programs are designed, implemented, and funded by the school districts. There is no way of saying what an average budget would be.
14.	How is the money allocated?	Varies with each school district.
15.	How are the mentors selected?	There are some rules on requirements mentors need to meet, but they are not very specific, they are quite general.
16.	How many first year teachers are in the mentoring program?	All teachers who hold their first Colorado license receive a mentor. They may be experienced teachers teaching in Colorado for the first time.
17.	Do all first year teachers have a mentor?	YES Need for Colorado Teaching License
18.	What are the positive aspects of the mentoring program?	First year teachers have a formalized mentoring program, which used to be informal. Allows members of the profession who have proven themselves to be outstanding teachers to serve as apprentices (mentors).
19.	What do you feel works best in your mentoring program?	Companionship and collegiality of working together. We have only done this program for one year.
20.	What would you change about the mentoring program?	We have looked at some regulatory changes for this year, and have decided not to make any changes, to give this some time to work.

Connecticut

State Department Of Education
State Office Building
165 Capitol Ave.
Hartford, CT 06106
(203) 566-5061

Mentor Program Questions

1.	Total number of schools in state:	*1,045
2.	Total number of students in state:	*506,824
3.	Total number of teachers in state:	*35,316
6.	Does your state have a statewide mentoring program?	YES BEST Beginning Teacher Support and Training
9.	If yes, when did the program begin?	1987 - Pilot 1989 - Full Statewide Implementation
10.	What was the reasoning for beginning the mentoring program?	Education Enhancement Act of 1986
11.	Who was responsible for starting the mentoring program? Why?	State Department of Education To enhance the quality of first-year teachers.
12.	How is the mentoring program financed or funded?	State Funding Funding was reduced due to the economy.

13.	What is the budget for the mentoring program?	1990 - 91 - $8 million 1991 - 92 - $3 million
14.	How is the money allocated?	Release time Substitute teacher salary
15.	How are the mentors selected?	1. A mentor is an accomplished teacher who has been selected by the local school district and has completed BEST Program Support Teacher training. 2. A "BEST" support team" is a group of educators led by a school staff member who has completed BEST Support Teacher training. A support team may support one or more beginning teachers at the district or building level.
16.	How many first year teachers are in the mentoring program?	All first-year teachers
17.	Do all first year teachers have a mentor?	YES All beginning teachers are required to participate in the Beginning Educator Support and Training Program (BEST).
18.	What are the positive aspects of the mentoring program?	
19.	What do you feel works best in your mentoring program?	Support in teams for first-year teachers.
20.	What would you change about the mentoring program?	
21.	What improvements would you make in the mentoring program?	Additional funding for support of first-year teachers.
22.	What additional information would you like to add?	

Delaware

State Department Of Public Instructions
Townsend Building
P.O. Box 1402
Dover, DE 19903
(302) 736-4601

Bill Barkley
Certification Office
302-739-4686

Mentor Program Questions

1.	Total number of schools in state:	19 School Districts *182
2.	Total number of students in state:	*106,813
3.	Total number of teachers in state:	*6,416 500 1st & 2nd Year Teachers Per Year
6.	Does your state have a statewide mentoring program?	NO

7.	If not, have you ever had a statewide program?	Delaware is currently developing one. We have 19 school districts and we have developmental sites in 3 of the 19 at the present time. Our hope is that over time, IF FUNDED, we can expand that to all of the districts, hoping to double the size next year and hopefully expand to a statewide program over the next 3-4 years. State funds currently - $80 Thousand, with the plan to double next year. We estimate we need half a million dollars in the end to run a program statewide. We are on our way and working to convince others of the importance of the mentoring program.
8.	If not, why?	Pilot program starting this year.
9.	If yes, when did the program begin?	Pilot program beginning this year.
10.	What was the reasoning for beginning the mentoring program?	The reasoning: Part of a new teacher induction program we are beginning for first and second year teachers. The Professional Standards Council developed an educational plan which calls for a 3-year induction program, at the end of which, the teacher, through performance assessment would demonstrate their effective teaching skills. We felt we needed to provide support, especially for the first 2 years of this process.
11.	Who was responsible for starting the mentoring program? Why?	The Professional Standards Council
12.	How is the mentoring program financed or funded?	State funding

13.	What is the budget for the mentoring program?	$80,000 We want to move to $1000 per new teacher, which is a total of half a million dollars to sustain a good program - this is our goal.
14.	How is the money allocated?	A consultant is working with the 3 developmental sites- $10,000 Each site received $20,000 this year to begin working on a program. $10,000 is spent on the teacher center to provide workshops on effective teaching and new teacher seminars to work together to solve problems and issues.
15.	How are the mentors selected?	The Standards Council developed some guidelines, having gone to the research on new teacher mentoring. Teacher with 7-8 years of experience. Teacher rated as exemplary. Someone at same grade level.

The Delaware Professional Standards Council Educational Plan for Certification and Career Development has a working draft, revised December, 1993, which states the following on pages 6 and 7:

Mentorship

Support for the beginning teacher during the first three years of employment will be a joint responsibility of the local district and State. The following three models represent opportunities for the support of beginning teachers:

1. District Supervision Model: the principal and other district personnel provide clinical coaching and supervision using the DPAS throughout the first three years of a teacher's career.

2. District Support Model: formal support provided by a mentor or mentor team during the first year (Stage 1) and until the beginning teacher successfully meets the standards for the professional status certificate (up to a three year period).

3. State Support: the State provides beginning teacher orientation sessions and clinics as well as other professional development opportunities for beginning teachers and their mentors/mentor teams.

Guidelines for the selection of mentors and/or mentor teams will be established jointly by DPI and the Professional Standards Council.

Mentor teams are school or district faculty that have been brought together to support the beginning teacher(s). These teams are generally comprised of colleagues that have teaching expertise or a high level of competence in areas that will assist the beginning teacher. Thus, the team approach can provide services that extend well beyond the services of a single mentor.

The local district will be responsible for the recruitment and selection of mentors and mentor teams. In addition, local school districts will have considerable flexibility in designing and implementing a support model that best meets local needs. However, all mentors or mentor teams will receive specialized training in order to be eligible to provide support to a beginning teacher. Training will be developed in accordance with the guidelines established by DPI and the Professional Standards Council.

Mentors or mentor teams will work with the beginning teacher throughout the initial licensure period, up to 3 years. If for any reason the mentoring relationship is not working out, a process will be established by the Professional Standards Council to dissolve an evaluation mentoring arrangement and to reconstitute a new arrangement that best meets the needs of the beginning teacher.

The beginning teacher's performance evaluation and feedback on the teacher portfolio and local district evaluation will be the exclusive property of the beginning teacher. While the beginning teacher is team, he/she may choose not to do so. If the beginning teacher decides to keep the information confidential, professional ethics require that no pressure be exerted to force the beginning teacher to provide this information. On the other hand, the beginning teacher generally benefits most by sharing the teacher portfolio with his/her mentor/mentor teams. Mentor and mentor teams should work closely with the beginning teacher and utilize the comprehensive feedback provided through the teacher portfolio to help the beginning teacher improve his/her practice.

Additionally, the design of the induction process offers new opportunities for collaboration between local districts and higher education. For example, districts may choose to collaborate with the State's colleges or universities in creating professional development schools that focus on teaching from preservice and throughout a teacher's career. Opportunities for integrating theory and practice will be enhanced when higher education faculty work directly with teachers and teachers are directly involved in research activities.

SUMMARY

The proposed induction model for Delaware consists of two parts: Stage 1 (Year 1) - District Evaluation and Attestation and Stage 2 (Year 2 and 3) - Assessment for State Certification. To assist the beginning teacher through these stages, the assignment (and training) of assessor and mentors/mentor team will be required as specified by State guidelines established by the Professional Standards Council.

District Of Columbia

District Of Columbia Public Schools
425 12th Street, N.W.
Washington, DC 20004
(202) 724-4222

Mentor Program Questions

1.	Total number of schools in state:	*175
2.	Total number of students in state:	*80,450
3.	Total number of teachers in state:	*6,110
6.	Does your state have a statewide mentoring program?	YES I received a positive response to the District of Columbia having a mentoring program for first-year teachers, however, I do not have information on their program.

Florida

State Department of Education
Florida Education Center
325 W. Gaines Street
Tallahassee, FL 32399
(904) 487-1785

Mentor Program Questions

1.	Total number of schools in state:	*2,733
2.	Total number of students in state:	*2,111,188
3.	Total number of teachers in state:	*110,674
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1982 Florida Beginning Teacher Program
10.	What was the reasoning for beginning the mentoring program?	Assist first-year teachers as they enter the teaching profession.
11.	Who was responsible for starting the mentoring program? Why?	Legislature
12.	How is the mentoring program financed or funded?	Funding was revised in 1990. Name of program changed to: POP - Professional Orientation Program for Beginning Teachers
13.	What is the budget for the mentoring program?	
14.	How is the money allocated?	Support staff is assigned to each beginning teacher.

15.	How are the mentors selected?	Local districts develop their own program which needs to meet legal requirements which are reviewed by the Department of Education and approved annually by the Commissioner of Education.
16.	How many first year teachers are in the mentoring program?	All first-year teachers
17.	Do all first year teachers have a mentor?	YES
18.	What are the positive aspects of the mentoring program?	Support Staff consists of a team of principal, peer teacher, another professional educator.
19.	What do you feel works best in your mentoring program?	At least 5 observations are made of the first-year teacher. Support is provided by more than just a mentor.
20.	What would you change about the mentoring program?	
21.	What improvements would you make in the mentoring program?	
22.	What additional information would you like to add?	

I visited the Fairchild School in Miami in November, 1993. They have a beginning teacher program called TAD - Teacher Assessment Development. The program is for 180 days and covers 37 competencies. One main person is the mentor. There is a committee of 5 people to assist the new teacher

Georgia

State Department of Education
2066 Twin Towers East
Atlanta, GA 30334
(404) 656-2800

Mentor Program Questions

1.	Total number of schools in state:	1,766
2.	Total number of students in state:	1,235,304
3.	Total number of teachers in state:	75,146 Classroom Teachers Only
4.	Number of new teachers in: 1994: 1993: 1992:	Exact figures not available, however, each year would show an increase due to increased enrollment.
5.	Reasons for changes in numbers:	Increased enrollment
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	
10.	What was the reasoning for beginning the mentoring program?	To assist new teachers. To introduce new teachers into the teaching field.
11.	Who was responsible for starting the mentoring program? Why?	Legislative action providing funding for mentors.
12.	How is the mentoring program financed or funded?	State Funding

13.	What is the budget for the mentoring program?	$1,250,000
14.	How is the money allocated?	The money is allocated to each system based on the numbers of teachers doing the mentoring.
15.	How are the mentors selected?	Mentors are selected by the local school system.
16.	How many first year teachers are in the mentoring program?	3,000
17.	Do all first year teachers have a mentor?	NO
18.	What are the positive aspects of the mentoring program?	Support system for beginning teachers (0-3 years). Support for other teachers.
19.	What do you feel works best in your mentoring program?	Teachers have a person on the faculty to assist with questions. Support for the new teachers.
20.	What would you change about the mentoring program?	Increase the program so that it requires each new teacher 0-3 years to have a mentor.
21.	What improvements would you make in the mentoring program?	Training the mentors to be more updated. More beginning teachers trained.
22.	What additional information would you like to add?	The mentoring program provides assistance and support for new teachers.

Hawaii

State Department of Education
Queen Liliuokalani Building
P.O. Box 2360
Honolulu, HI 96804
(808) 548-6969

Contact Person:

Dr. Michael Suzuki, Curriculum Specialist
808-243-5222

Mentor Program Questions

1. Total number of schools in state:	*242
2. Total number of students in state:	*183,795
3. Total number of teachers in state:	*10,240
6. Does your state have a statewide mentoring program?	NO

8.	If not, why?	Hawaii is very spread out geographically.

Hawaii has a beginning teacher's handbook, which was published in 1991. Excerpts from this handbook follow:

MESSAGE TO BEGINNING TEACHERS:

Welcome to the Department of Education, State of Hawaii! As a new teacher, you will be challenged to provide expert classroom leadership and empathetic support to students as they learn, and achieve in our school system. You mist be able to assess and adjust to meet the varying needs of the learner and to enjoy working with the students of the public school system. In preparing for the classroom role you will play, it is critical that you examine your philosophical base, communicate your vision of an excellent education and supportingly guide the growth and developments of each of your students. This handbook will help you to look ahead at the coming school year and to prepare for events that will involve you. Your contribution as a teacher to the youth of Hawaii is significant. We ask you to view each situation you face as an opportunity to excel with your students. Best wishes to you for a successful and satisfying school year.
(Donald R. Nugent, Assistant Superintendent)

This handbook is organized by the following areas of teacher responsibility:

Student Welfare, Faculty Concerns, Parents and Community Concerns, Curriculum, Facilities, Health and Safety, and Business

The Maui District Department of Education has a Beginning Teacher Development Program. This program was in effect during the 1991-1992

school year. The purpose of the program is to provide beginning teachers with a wide variety and innovative practices for effective classroom management and teaching.

A team provides services to all probationary first-year teachers. This team consists of 1 district resource teacher; 1 half-time retired teacher mentor (Maui); 1 half-time retired teacher mentor (Molokai); and 2 half-time retired teacher mentors (Lanai). Inservice opportunities also exist for the new teachers.

The last page of the Beginning Teacher Development Program has the following characteristics of a mentor:

HUMANISTIC, INTERPERSONAL

- Nurturing, caring, compassionate
- Sense of humor, able to laugh at self
- Optimistic, Pragmatic
- Open-minded, accepting of differences in others
- Credible, honest, trustworthy
- Selflessness, giving
- Team Player

PROFESSIONAL

- Resourceful
- Possesses leadership and effective interpersonal skills
- Understands needs of students
- Demonstrates a commitment to teaching and education
- Is an Effective teacher
- Is able to communicate effectively
- Is flexible, able to handle ambiguity
- Clear decision-maker
- Continual learner

The Central Oahu District has an excellent reference, "Opening the School Year: A Resource Guide for Classroom Teachers K-12", which was written in 1987. The contents include organizing your room and materials; developing a workable set of rules and procedures; student accountability and record keeping; beginning of school activities and other helpful hints and forms.

Idaho

State Department of Education
Len B. Jordan Office Building
650 W. State
Boise, ID 83720
(208)334-300

Contact Person:

James A. Smith, Supervisor
Teacher Education and Certification

Mentor Program Questions

1.	Total number of schools in state:	*608
2.	Total number of students in state:	*240,448
3.	Total number of teachers in state:	*12,582
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	YES Idaho had an established mentoring program for 4 years. This was an induction model, and was largely funded on a per person grant from the state. The legislature eliminated this program, effective July 1, 1993 due to funding concerns.
8.	If not, why?	Funding Concerns

Illinois

State Department of Education
100 N. 1st street
Springfield, IL 62777
(217) 782-2221

Contact Person:

Dr. Diane Rutledge
Director of School Operations
1900 W. Monroe

Mentor Program Questions

1.	Total number of schools in state:	*4,195
2.	Total number of students in state:	*1,916,172
3.	Total number of teachers in state:	*110,830
4.	Number of new teachers in: 1994: 1993: 1992:	 150-200 New Teachers 30-50 New Teachers 30-50 New Teachers
5.	Reasons for changes in numbers:	1. Early out retirement option - a once only opportunity.
6.	Does your state have a statewide mentoring program?	NO

7.	If not, have you ever had a statewide program?	During the 93-94 school year, once a month new teachers were given a substitute and were allowed to attend a workshop to improve their skills. Due to the large amount of teachers retiring in the 94-95 school year, (150-200), from (30-50) previously, we are uncertain of what will be done to mentor new teachers. A few years ago staff were assigned to assist new teachers.

Indiana

State Department of Education
100 N. Capitol Street #229
Indianapolis, IN 46204
(317) 232-6610

Contact Person:

Dr. Vincent Schrader
Beginning Teacher Internship Program

Mentor Program Questions

1.	Total number of schools in state:	297 School Corps More schools than that
2.	Total number of students in state:	75,000
3.	Total number of teachers in state:	50,000
4.	Number of new teachers in: 1994: 1993: 1992:	 2200 2200 2000
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1988
10.	What was the reasoning for beginning the mentoring program?	State Law to assist new teachers and improve teaching in Indiana

11.	Who was responsible for starting the mentoring program? Why?	Indiana Legislature
12.	How is the mentoring program financed or funded?	Indiana Legislature
14.	How is the money allocated?	1. Mentors get paid 2. Release time for teachers 3. Materials 4. Workshops 5. Pay sites for workshops 6. Trainers to give seminars
15.	How are the mentors selected?	Mentors are selected by the principal, using the following two general requirements: 1. Same grade level 2. 5 years of teaching experience
16.	How many first year teachers are in the mentoring program?	1991-1992 - 2000 1992-1993 - 2200 1993-1994 - 2200
17.	Do all first year teachers have a mentor?	YES It is a state law.
18.	What are the positive aspects of the mentoring program?	It helps the first year teacher get started and to tolerate the children.
20.	What would you change about the mentoring program?	Nothing

Iowa

State Department of Public Instruction
Grimes State Office Building
E. & Grand Streets
Des Moines, IA 50319
(515) 281-5294

Contact Person:

Gary Borlaugh
Consultant in Licensure

Mentor Program Questions

1.	Total number of schools in state:	1,554
2.	Total number of students in state:	500,440
3.	Total number of teachers in state:	31,726
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	There is a 2 year provisional license, which was originally intended for mentoring assistance. Many schools do provide mentoring.

Kansas

State Department of Education
Kansas State Education Building
120 E. 10th Street
Topeka, KS 66612
(913) 296-3201

Contact person:

Doris Bergen & John Connelly
Dean of Graduate Studies and Research
Title 3 Faculty Coordinator
Pittsburg State University
1701 South Broadway
Pittsburg, KS 66762
Collegial Research Mentor Project

Barbara Kirkegaard
Certification Specialist

Mentor Program Questions

1.	Total number of schools in state:	*1,491
2.	Total number of students in state:	*460,838
3.	Total number of teachers in state:	*30,579
6.	Does your state have a statewide mentoring program?	NO Larger school districts in Kansas have developed their own mentoring programs.
7.	If not, have you ever had a statewide program?	NO

Kentucky

State Department of Education
1725 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4770

Mentor Program Questions

1.	Total number of schools in state:	*1,374
2.	Total number of students in state:	*657,642
3.	Total number of teachers in state:	*38,784
6.	Does your state have a statewide mentoring program?	YES KTIP - Kentucky Teacher Internship Program
9.	If yes, when did the program begin?	1985
10.	What was the reasoning for beginning the mentoring program?	To help new teachers
11.	Who was responsible for starting the mentoring program? Why?	Initiated by the legislature
12.	How is the mentoring program financed or funded?	State Funding
13.	What is the budget for the mentoring program?	Budgeted through the state budget.

14. How is the money allocated?	Mentor teachers receive $1000 per year. Colleges receive money for training - all members of the committee receive training. Teacher educators from the college receive approximately $50 per visit, and they make 3 visits per year, plus travel expenses.
15. How are the mentors selected?	Match for same type of certification as the intern - grade and subject area. Try to match in the same building.
16. How many first year teachers are in the mentoring program?	The internship program is for new graduates and anyone coming into the state without 2 years of full-time teaching. The teacher has completed the full teacher preparation program in a university. A statement of eligibility is then issued to the teacher. When the teacher finds a full-time job, the school system sets up an internship committee which monitors their teaching skills - classroom management, etc. The committee is made up of a resource teacher - a mentor teacher in the school who has 4 or more years of teaching experience and a Master's Degree or equivalent; the principal from the school; a teacher educator from the college level for their region.
17. Do all first year teachers have a mentor?	YES The mentor teacher must spend at least 20 hours in class with the intern and 70 out of class.

18. What are the positive aspects of the mentoring program?	Goals and Objectives of Program: 1. To establish a formal system whereby principals, resource teachers, and teacher educators, assist, supervise, and assess the progress of new teachers. 2. To involve teacher educators in the classroom performance of program graduates. 3. To train school personnel and teacher educators in the use of a performance measurement system based on behaviors which research shows have a direct relation to improved pupil achievement. 4. To utilize on-site observations and other data collected by the teacher internship committee. 5. To implement the use of a professional judgment model in the certification decision to be made at the end of the internship year by the teacher intern's committee.
19. What do you feel works best in your mentoring program?	Small percentage of failure of new teachers. (2-3%) Developed 7 new teacher standards which have been put into effect. The resource (mentor) teacher is right with the intern to help them and are available at all times.
20. What would you change about the mentoring program?	Encourage more teachers to be resource (mentor) teachers. More money for the program.
21. What improvements would you make in the mentoring program?	We have just changed over to use a classroom observation instrument to be in compliance with the teaching standards - this will be piloted this year.

22. What additional information would you like to add?	The experienced teachers learn along with the intern teachers.

"The main goal of the Kentucky Teacher Internship Program is to increase the likelihood that new teachers will experience success during their first year in the classroom. The focus of the program is on the productive teaching behaviors and the elimination of counterproductive behaviors.

...The teacher internship committee works with the intern to identify effective and ineffective teaching behaviors. The committee members function as a team to build upon the intern's teaching strengths and to decrease counterproductive teaching behaviors. At the end of the internship year, the teacher internship committee is responsible for making a professional judgment regarding continuation of certification for the intern. A teacher intern who, in the committee's judgment, has made expected professional progress and who has completed the educational requirements will have his or her one-year provisional teaching certificate extended for the remainder of the usual duration period established for the remainder of the usual duration period established for that particular certificate. A teacher intern whose skills are judged to be below an acceptable level may, if employed, continue the internship for a second year.

The Kentucky Teacher Internship Program, administered by the Office of Teacher Education and Certification, Division of Testing and Internship, provides a sound basis for other evaluation measures and professional development policies that have been implemented by a school district/Kentucky Technical vocational region. The program is not intended to replace any policies or procedures relating to evaluation of school personnel or to continuing professional development."

Handbook for the Kentucky Teacher Internship Program. July, 1993 Kentucky Department of Education.

Louisiana

State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3602

Mentor Program Questions

1.	Number of schools in state:	*1,459
2.	Number of students in state:	*797,933
3.	Number of teachers in state:	*47,599
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	Pilot beginning teacher program Revision of the Louisiana Teacher Appraisal System
8.	If not, why?	Work in process
9.	If yes, when did the program begin?	July, 1991
10.	What was the reasoning for beginning the mentoring program?	A legislative resolution in July, 1991 directed the State Board of Elementary and Secondary Education (SBESE) to study teacher appraisal and to propose revisions to the system.
11.	Who was responsible for starting the mentoring program? Why?	Legislature The Louisiana Intern Teacher Assessment System has two basic uses: to develop information about the intern teacher's competence that can be used to structure instructional improvement activities and to develop information upon which sound decisions about the intern teacher's qualifications for certification can be based.

14. How is the money allocated?	February - May 1993 - The preliminary Field Test of the revised state teacher assessment system occurred. 1993-94 - A full-scale Pilot Test of the revised state teacher assessment system takes place. 1994-95 - Full implementation of the revised state teacher assessment system takes place.
16. How many first year teachers are in the mentoring program?	At least 400 intern teachers will participate in the Pilot Test. The Pilot Test sample will be representative of the state's 1400 intern teachers.
17. Do all first year teachers have a mentor?	NO
18. What are the positive aspects of the mentoring program?	The system is used during the first semester of an intern teacher's employment to develop a profile of strengths and needs that is used by the instructional support team to assist the intern teacher in his/her professional development.
19. What do you feel works best in your mentoring program?	1. The primary goal of the assessment program is the improvement of teaching and learning. 2. An equally important goal is to ensure that teachers certified in Louisiana are competent professionals. 3. To be useful, the intern teacher assessment program must be coupled with a strong professional development program.
22. What additional information would you like to add?	Conferences provide an opportunity for two-way communication and for building a positive relationship with intern teachers.

Maine

State Department of Education & Cultural Services
Education Building
State House Station #23
Augusta, ME 04333
(207) 289-5800

Contact Person:

Gary Barrett
Certification Specialist

Mentor Program Questions

1.	Total number of schools in state:	73 School Districts 731 Public Schools 582 Elementary 114 Secondary 96 Private schools
2.	Total number of students in state:	212,245 Public Schools 12,918 Private Schools
3.	Total number of teachers in state:	14,545 Public Schools 949 Private Schools
6.	Does your state have a statewide mentoring program?	NO

7.	If not, have you ever had a statewide program?	Statewide Certification Regulations Teacher Support Team Local School System Support Team 1988 - Chapter 2 502 Certification Regulations Part of the general revision for certification standards to improve teaching to allow teachers to support teachers. Teacher action plans for certification and recertification. Teacher support system development grants were awarded to local school systems, which have gradually been phased out due to budgetary constraints. Initially money was allocated through grants.

Maine does, however, have a support system in place. It appears this support system has to do with the certification process in Maine. This is information from the department of educational and cultural services state board of education report as amended 1990.

Chapter 118-A SUPPORT SYSTEMS: STANDARDS AND PROCEDURES FOR OPERATION

SUMMARY: This rule establishes the requirements for local support systems required by 20-A MRSA 13011 et seq. to operate as part of the certification process for teachers and educational specialists.

I will take excerpts which are applicable and appear to be similar to mentoring programs.

> This rule establishes the standards and procedures which govern the operation of local support systems which are part of the State certification process for teachers. The rule includes the procedural prerequisites to an approved support system (planning and the submission of a support system plan) and the substantive standards for operation of the system and support and assessment of teachers.

A support system has several functions which include a role in the State's licensing (certification) of educational personnel and the assistance and encouragement of good teaching in school units. The roles of the support system are as follows:

a) To provide strong support services in order to facilitate good teaching and classroom management skills among teachers with conditional and provisional certificates.

Each support system plan must meet the following criteria:

a) Describe the scope of the support system (school unit, collaboration of school units, affiliation with institutions of higher learning);
b) Contain adequate provisions for efficient management of the support system, including a governance structure, a process for the utilization of support teams...
c) Provide for a formal orientation...which describes available services, training opportunities...
d) Provide for appointment of support system members on a regular basis...
e) Provide for the assignment of a support team, as determined by the support system, to provide guidance, advice and assessment...
f) Provide for the preparation of a teacher action plan...
g) Provide for a process to identify and deliver services and technical assistance...

A support system may include a majority of professional classroom teachers, a master teacher, an administrator, and other consultants from within and outside the school system.

The support system may assign a mentor in lieu of a support team. The mentor shall have the responsibility of a support team.

Maryland

State Department of Education
200W. Baltimore Street
Baltimore, MD 21201
(301) 333-2000

Mentor Program Questions

1.	Total number of schools in state:	*1,220 (1990)
2.	Total number of students in state:	*527,000 Elementary *188,000 Secondary (1990)
3.	Total number of teachers in state:	*46,565 (1994)
6.	Does your state have a statewide mentoring program?	NO Not an organized program.
8.	If not, why?	Maryland is in transition. There is a big report which was just put together by the Maryland Higher Education Commission, jointly with the State Department. Reform of teacher education Professional development school concept with mentoring from pre-service to retirement, which has not been implemented yet. Just beginning to pilot professional development school-like types of programs in anticipation of the implementation of this report. The report has not been formally adopted yet.

Massachusetts

State Department of Education
Quincy Center Plaza
1385 Hancock Street
Quincy, MA 02169
(617) 770-7300

Mentor Program Questions

1.	Total number of schools in state:	*1,831
2.	Total number of students in state:	*893,727
3.	Total number of teachers in state:	*60,489
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	
8.	If not, why?	

Michigan

State Department of Education
Ottawa Street Office Building
P.O. Box 30008
Lansing, MI 48909
(517) 373-3324

Contact Person:

Sara Ann Lincoln - Consultant
School Development Unit

Mentor Program Questions

1.	Total number of schools in state:	*3,432
2.	Total number of students in state:	*1,614,784
3.	Total number of teachers in state:	*80,522
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	
8.	If not, why?	In Michigan, school principals have their own formal or informal methods for mentoring new teachers.

Minnesota

State Department of Education
712 Capitol Square Building
550 Cedar Street
St. Paul. MN 55101
(312) 296-6104

Mentor Program Questions

1. Total number of schools in state:	*2,100
2. Total number of students in state:	*821,693
3. Total number of teachers in state:	46,857
6. Does your state have a statewide mentoring program?	YES
9. If yes, when did the program begin?	Minnesota personnel have stated they have a statewide mentoring program, however, I do not have information on how the program operates.

Mississippi

State Department of Education
Sillers State Office Building
P.O. Box 771
Jackson, MS 39205
(601) 359-3513

Mentor Program Questions

1.	Total number of schools in state:	*1,018
2.	Total number of students in state:	*505,962
3.	Total number of teachers in state:	*28,866
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	We are working on a mentoring program. We are discussing a mentoring program, but do not have one yet.

Missouri

State Department of Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4446

Contact Person:

Bob Bell
314-526-6650

Mentor Program Questions

1.	Total number of schools in state:	*2,234
2.	Total number of students in state:	*878,541
3.	Total number of teachers in state:	*56,606
6.	Does your state have a statewide mentoring program?	YES The Excellence in Education Act was passed in 1988, indicating that first-year teachers must have a mentor.
9.	If yes, when did the program begin?	7 years ago
10.	What was the reasoning for beginning the mentoring program?	Literature stating students in the U.S. are not being educated as well as foreign students. Missouri realized the pressure and received the push to improve.
11.	Who was responsible for starting the mentoring program? Why?	Legislature

12.	How is the mentoring program financed or funded?	Legislature
13.	What is the budget for the mentoring program?	Each school district has to use 1% of their state foundation money for professional development. The mentoring program is included in that 1%. $10 Million Statewide and $10 Million at the State Department of Education, for a total of $20 Million for Professional Development, of which mentoring is just one piece.
14.	How is the money allocated?	School Districts have to write a professional development plan with the goals and objectives for the district. Within these goals and objectives, mentoring must be a piece. Districts are able to spend as much money on mentoring as they choose.
15.	How are the mentors selected?	The administrators in the school districts select the mentors. It is recommended that the mentors have a) 5 years of experience b) Classified as master teachers c) Matching grade level d) Matching subject area A teacher could volunteer as a mentor and approach the administrator, asking to mentor a new teacher.
16.	How many first year teachers are in the mentoring program?	All first-year teachers
17.	Do all first year teachers have a mentor?	YES The requirement is that every beginning teacher must have a mentor on the staff who is close to the same grade level and approximately the same subject area that they are teaching.

18. What are the positive aspects of the mentoring program?	1. At one time there was no orientation for new teachers, other than being given a faculty and district handbook, curriculum guide and textbooks and said, "Have a good year." 2. The mentor is there every minute of the new teacher's life for the first year. 3. They develop a professional plan for the first-year teacher, going through in depth: mechanics of teaching, orientation, rules and regulations, curriculum and how it is taught, instructional process, teacher-administrator relationships, professional organization relationships, parent relationships... 4. The mentor teacher takes the time to sit down and discuss these things with the new teacher and work through problems as they are encountered by the new teacher.
19. What do you feel works best in your mentoring program?	1. When a first-year teacher has a problem, they have a person they can go to immediately with that problem who is not their evaluator, who is experienced and may have been through that themselves and can lend them some solid advice as to how to resolve it. 2. Camaraderie and trust relationship that is built, which gives a great deal of help to the first year teacher.
20. What would you change about the mentoring program?	The program is working well and there is nothing specific to be changed. Ideally, you could always get a perfect match - personalities, more mentors to choose from, someone in the same content area.

21.	What improvements would you make in the mentoring program?	Guidelines are going out to the districts for mentor training, however, there is not enough manpower to do follow-up to assist mentors.
22.	What additional information would you like to add?	The mentoring program is a sound idea. It is something that has been needed for a long time. We have been doing the mentoring program for 7 years. Teachers should have had mentoring since the beginning of time!

Montana

Office of Public Instruction
106 State Capitol
Helena, MT 59620
(405) 444-3680

Mentor Program Questions

1. Total number of schools in state:	895 (1994-95)
2. Total number of students in state:	163,020 (1993-94)
3. Total number of teachers in state:	*10,079
6. Does your state have a statewide mentoring program?	YES
9. If yes, when did the program begin?	I received an answer of yes, Montana does have a statewide mentoring program, however, I was unable to find out more information about how their mentoring program operates.

Nebraska

State Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2295

Contact Person:

Alice Zadina, Consultant
Instructional Strategies Development

Mentor Program Questions

1.	Total number of schools in state:	1,383 - Public 258 - NonPublic
2.	Total number of students in state:	283,935 - Public 38,570 - NonPublic
3.	Total number of teachers in state:	19,388 - Public 2,221 - NonPublic
4.	Number of new teachers:	713 - Public
6.	Does your state have a statewide mentoring program?	NO
8.	If not, why?	Many individual school districts have mentoring programs, however, there is no statewide mentoring program at this time.

Nevada

State Department of Education
Capitol Complex
400 W. King Street
Carson City, NV 89710
(702)885-3100

Mentor Program Questions

1.	Total number of schools in state:	*421
2.	Total number of students in state:	*250,547
3.	Total number of teachers in state:	*13,414
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	
8.	If not, why?	

New Hampshire

State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
603) 271-3144

Mentor Program Questions

1.	Total number of schools in state:	*458
2.	Total number of students in state:	*189,319
3.	Total number of teachers in state:	*12,109
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	Locally, try to match new teachers with experienced teachers. The state started to support pilot programs for first-year teachers and trained 5 people in the district on how to start a program locally, giving access to consultants. The second year $1000 was given to substitutes for mentors and new teachers to observe each other or have training. Now there is no financial support.
8.	If not, why?	New Hampshire schools are state financed and no support for mentoring programs is coming from the state at this time.

During the 1992-93 school year, 6 school districts, only in Keene did a pilot mentoring program for first-year teachers. There are 302 teachers in Keene. Those who were mentored were the following:

1) New teachers to the profession
2) New teachers to the district
3) New teachers to the school building.

During the 1993-94 school year one town started a mentoring program.

During the 1994-95 school year another town started.

During the 1994-95 school year another district came to get trained, thus serving as a training center.

The Regional Lab in Andover, Massachusetts provided:

1) Free training
2) In kind support
3) Training materials developed
4) Mentoring

Funding was as follows:

1992-93 - $8000 - Keene School District
1000 - Money for substitutes

1993-94 - $8000 - Keene School District
750 - One other town

1994-95 - $10,000 - Keene School District
750 - One other town
1,400 - Another town

The money was spent as follows:

1) The first year, trainers were not compensated.
2) Teachers who received training received $50 per day.
3) Teachers received 16 hours of total training.
4) Money for substitutes

1992-93 - 34 new teachers
28 mentors

1993-94 - 30 new teachers
24 mentors

1994-95 - 27 new teachers
23 mentors

Positives for the mentoring program are that mentoring provides the biggest long term gain and change; is the best possible change agent; helps to have very little first-year teacher turnover; ability of new teachers to take advantage of experience and blend into their own teaching; helps self-esteem of the new and mentor teacher and helps the mentor as well as the first-year teacher.

New Jersey

State Department of Education
225 W. State Street CN 500
Trenton, NJ 08625
(609) 292-4469

Mentor Program Questions

1.	Total number of schools in state:	*2,295
2.	Total number of students in state:	*1,174,206
3.	Total number of teachers in state:	*85,258
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	Alternative Route Certification - 1985 Provisional Teaching Program - 1993
10.	What was the reasoning for beginning the mentoring program?	1. To improve quality of education. 2. To have a first-year teacher work under a mentor to improve skills.
11.	Who was responsible for starting the mentoring program? Why?	Legislature - 1993
12.	How is the mentoring program financed or funded?	By candidate or school district Alternate route - $1000 Advanced - $500
13.	What is the budget for the mentoring program?	Individual districts determine the budget, so it varies widely in the state.

14.	How is the money allocated?	Varies according to district
15.	How are the mentors selected?	Mentor sends in a resume If the mentor meets the qualifications, they are certified in the area of mentoring.
16.	How many first year teachers are in the mentoring program?	The number of first year teachers, as each receives a mentor.
17.	Do all first year teachers have a mentor?	YES
18.	What are the positive aspects of the mentoring program?	1. The new teacher is helped along the way. 2. Training centers plus feedback are helpful. 3. Teacher to teacher training is very effective. 4. This allows an additional year to evaluate and screen new teachers to help determine if they will make an effective teacher.

Cynthia S. Romaine and James W. McCreight presented their new teacher induction program from Howell Township Public Schools at the ASCD Convention in New Orleans. Their contact addresses and numbers are as follows:

Cynthia S. Romaine
Howell Township Board of Education
PO Box 579
Howell, NJ 07731
908-938-4250
908-938-2318

James W. McCreight
196 Dutch Lane Road
Freehold, NJ 07728
908-938-2200
908-462-1205

New Mexico

State Department of Education
State Department of Education Building
300 Don Gaspar
Santa Fe, NM 87501
(505) 827-6516

Mentor Program Questions

1.	Total number of schools in state:	89 School Districts *715
2.	Total number of students in state:	*327,248
3.	Total number of teachers in state:	*19,025
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	Many school districts do provide mentoring programs. Beginning teacher assistance is provided by some of the 89 school districts in New Mexico.

New York

State Education Department
111 Education Building
Washington Ave.
Albany, NY 12234
(518) 474-5844

Contact Person:

Sam Corsi
Nancy Brennan
518-486-2316

Mentor Program Questions

1.	Total number of schools in state:	Over 700 School Districts
2.	Total number of students in state:	*2,689,686 (1992)
3.	Total number of teachers in state:	*182,273 (1994)

6. Does your state have a statewide mentoring program?	**NO** Had a voluntary teacher mentoring program from 1986-1991, funded through NY State Legislature. Districts could apply for funds to put together mentoring programs for new teachers, fundamentally involving release time of persons to assist mentors. Educational funds were cut. 1989 NY State Board of Regents revised teacher certification requirements. A new piece was that new teachers had to complete a year long internship (which was never clearly articulated). This was due to go into effect in 1993, but was postponed due to lack of funding. The regulation was again put on hold. Even though funding was cut, many districts do provide mentoring for their first-year teachers.
7. If not, have you ever had a statewide program?	**YES** Did have a pilot program in 1985-86. The legislature funded a series of pilots to explore the development of what a mentoring approach for first year beginning teachers would look like. The money lasted for 4-5 years. The legislature did away with the program.
8. If not, why?	Had $4 Million from Legislature Had 56 districts respond to RFP, had all the proposals reviewed and rated Developed a prioritized funding list and then put on hold for final budget approval Priorities changed with new governor Resources are tight

9.	If yes, when did the program begin?	Had a regulation in teacher certification that was supposed to begin in 1990, but never did, that was going to require a one year internship for beginning teachers. The mentoring process was a precurser of the internship year to give us some information. There was an abundance of literature on the need to better orient beginning teachers, not only pedagogically becoming teachers, but also with issues like ethics and integrity. Combination of looking towards a requirement we thought was going to be put in place to require an internship and a host of literature stating that mentoring beginning teachers is a good idea.
10.	What was the reasoning for beginning the mentoring program?	Legislature had passed a bill including an appropriation of money.
11.	Who was responsible for starting the mentoring program? Why?	Legislature

North Carolina

State Department of Public Instruction
Education Building
116 W. Edenton Street
Raleigh, NC 27611
(919) 733-3813

Contact Person:

Jean W. Blackmon-Brauer, Consultant
Division of Teacher Education Services

Mentor Program Questions

1. Total number of schools in state:	*1,968
2. Total number of students in state:	*1,156,767
3. Total number of teachers in state:	*71,592
6. Does your state have a statewide mentoring program?	YES North Carolina Initial Certification Program (ICP)

9.	If yes, when did the program begin?	Pilot - 1982-83 Support System for Beginning Teachers ICP - 1985 Initial Certification Program
10.	What was the reasoning for beginning the mentoring program?	Support for beginning teachers. Prepare new teachers during the first 2 years of teaching.
11.	Who was responsible for starting the mentoring program? Why?	State Board of Education To prepare new teachers during an initial 2-year period.
14.	How is the money allocated?	Mentor Support Team
15.	How are the mentors selected?	Joint decision by the superintendent or designee and principal.
18.	What are the positive aspects of the mentoring program?	The mentor/support team helps to facilitate development and refinement of essential practices and skills. The first-year teacher is provided training.
19.	What do you feel works best in your mentoring program?	The support teams are trained in observation skills, conferencing skills, effective teaching practices and theories of adult development.
20.	What would you change about the mentoring program?	1. Additional funds 2. More consistency in districts 3. Paperwork reduction 4. More release time.

North Dakota

State Department of Public Instruction
600 Boulevard Ave. E.
Bismark, ND 58505
(701) 224-2261

Contact Person:

Dr. Mary Harris
Center for Teaching & Learning
University of North Dakota
Grand Forks, ND 58202
701-777-2674

Mentor Program Questions

1.	Total number of schools in state:	*623
2.	Total number of students in state:	*119,288
3.	Total number of teachers in state:	*7,796
6.	Does your state have a statewide mentoring program?	NO

Ohio

State Department of Education
Ohio Department Building
65 S. Front Street #808
Columbus, OH 43266
(614) 466-3304

Contact Person:

C. Mark Ealy
(614) 644-6448

Mentor Program Questions

1.	Total number of schools in state:	*3,812
2.	Total number of students in state:	*1,814,290
3.	Total number of teachers in state:	*109,085
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1988
10.	What was the reasoning for beginning the mentoring program?	The legislature established a law in which all districts would establish entry level programs for teachers. In reality, the law was never enforced, as no money was designated for this to happen.
11.	Who was responsible for starting the mentoring program? Why?	Legislature

12. How is the mentoring program financed or funded?	The money comes from the Legislature. There is a heightened desire of the legislature to put more money into this program each year. The amount of money has increased each 2 years.
13. What is the budget for the mentoring program?	$3-5 Million is allocated each 2 years. There is only enough money to fund 40% of the school districts each time. Some districts have developed Entry Year Teacher Programs on their own, without state funding.
14. How is the money allocated?	The money is allocated on a grant proposal selection process. The selection committee is composed of peers - teachers and administrators. Precautions are taken to ensure these members do not review their own proposals, or any in which they may have a vested interest. The participation of the districts in applying for grants is excellent. 80% of all school districts in Ohio send in grant applications to participate in the Entry Year Teacher Program. The committee highly recommends working together with other districts to have a better chance of receiving the funds.
15. How are the mentors selected?	Mentors are selected differently across the state. The proposals submitted state how this process will function. ALL mentors receive training before they mentor new teachers. Many districts train a pool of mentors. ALL districts receiving funding design and deliver training to mentors.

17.	Do all first year teachers have a mentor?	NO
18.	What are the positive aspects of the mentoring program?	1. The program is as much for seasoned teachers as it is for new teachers. It is exciting and assists in revitalization and renewal of careers. 2. Schools work together collaboratively more than they did previously. The grant suggests it is easier to obtain funding by working together. Many districts state that even though they may not have received the grant money, the process of collaboration had begun, and they would continue it on their own. Many districts were working in isolation and now work collaboratively. One proposal brought 70 districts together, and many other proposals include 5-10 districts.
20.	What would you change about the mentoring program?	Ohio has already made a subtle change for the selection committee. The last time they came together to read the proposals, we had some staff development with the review panel. They were shown different ways to look at proposals. We feel they then read the proposals with a different, new, better set of eyes.
21.	What improvements would you make in the mentoring program?	The improvement we would make in the program would be to continue to weave into the overall fabric of mentoring the element of staff development.

Oklahoma

State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105
(405) 521-3301

Mentor Program Questions

1.	Total number of schools in state:	*1,824
2.	Total number of students in state:	*609,718
3.	Total number of teachers in state:	*39,406
6.	Does your state have a statewide mentoring program?	YES Entry-Year Assistance Program
9.	If yes, when did the program begin?	1981 The Entry-Year Assistance Program was implemented as a result of 70 O.S. 1981 6165 (House Bill 1706).
10.	What was the reasoning for beginning the mentoring program?	The intent of this legislation is to establish qualifications of teachers in the accredited schools of Oklahoma through licensing and certification requirements to ensure that the education of the children will be provided by teachers of demonstrated ability.
11.	Who was responsible for starting the mentoring program? Why?	Oklahoma Legislature

12.	How is the mentoring program financed or funded?	Oklahoma Legislature
14.	How is the money allocated?	Teacher consultants Mentors Committee members
16.	How many first year teachers are in the mentoring program?	All first-year teachers
17.	Do all first year teachers have a mentor?	YES
18.	What are the positive aspects of the mentoring program?	Assist new teachers A committee helps the new teachers
19.	What do you feel works best in your mentoring program?	Well organized Within at least 10 teaching days after the beginning teacher enters the classroom, the Teacher Consultant shall be selected. The teacher consultant begins immediately to provide guidance and assistance to the teacher.

Oklahoma has an Entry-Year Assistance Program. The Oklahoma Teacher Reform Act of 1980 states the following:

"In Oklahoma, the Legislature has been very active in outlining educational policy. In the past, matters concerning teacher education and certification have been dealt with by the Professional Standards Board and the State Board of Education. However, in light of the growing demand by the general public for educational reforms, the 1980 Oklahoma legislature passed a comprehensive piece of legislation dealing with teacher education and certification. This legislation was developed over almost a year's time through the efforts of the Interim Joint Education Committees and the Legislature. Input was received from parents, teachers, administrators, deans of colleges of education, and other interested parties. As a result of this input, and a tremendous effort on the part of many people, this program, entitled House Bill 1706, became law.

One of the four major concepts included is an Entry-Year Assistance Program for beginning teachers of at least one year but no more than two years.

The fourth concept of House Bill 1706 requires that an Entry-Year Assistance Committee provide guidance and assistance for entry-year

teachers for at least one year but no more than two years. This concept provides Oklahoma with a unique support system for beginning teachers. All beginning teachers who complete a certification program after January 31, 1982, will receive a one-year license to teach in an accredited school under an Entry-Year Assistance Committee.

The Entry-Year Assistance Program is a process whereby three committee members, representing different roles in the education system come together, focus on the teacher in the classroom, and share their expertise with the beginning teacher. This is a unique support system that can demonstrate educators' commitment to high quality teaching.

The Entry-Year Assistance Committee consists of a teacher consultant (classroom teacher), a school administrator, and an educator from an institution of higher education. This committee is responsible for providing guidance and assistance to the licensed teacher and specifically to assist the teacher in all areas of classroom management. Throughout the year, the Entry-Year Assistance Committee must meet three times with the entry-year teacher for consultation. Each committee member must independently observe and evaluate the teacher three times. Provisions are made for the Teacher Consultant member of the committee to spend 72 hours per year in consultation and observation with the entry-year teacher. For that added responsibility, the Teacher Consultant receives a $500 stipend.

At the end of the school year, the Entry-Year Assistance Committee must recommend that the licensed teacher be certified or serve one additional year in the Entry-Year Assistance Program. Those individuals required to serve a second year in the program must be recommended either for certification or non certification. If the person is recommended for certification, the Entry-Year Assistance Committee must also recommend a staff development plan for the teacher based upon their observations.

At the end of the first year of implementation of the Entry-Year Assistance Program (1982-83), 909 entry-year teachers were recommended for certification, and 23 were recommended for a second year in the program. At the end of the 1989-90 school year, the eighth year of the program, 1,490 teachers were recommended for certification and 27 were recommended for a second year.

Approximately 11,879 teachers have participated in the program from 1982-1989.

Various studies focusing on Oklahoma's Entry-Year Assistance Program have been completed. Quantum Research, Inc. conducted a study for Oklahoma Regents for Higher Education to determine the role of higher education in the Entry-Year Assistance Program. Quantum also assessed the attitudes of the Entry-Year Assistance Committee members toward the Entry-Year Assistance Program observation instrument for the purpose of formulating recommendations regarding the instrument's validity. Another important study focusing on the Entry-Year Assistance Program was conducted by the Research and Development Center for Teacher Education at the University of Texas at Austin.

These and other major studies of the Entry-Year Assistance Program indicate a positive attitude on the part of the participants towards the program."

Oregon

State Department of Education
700 Pringle Parkway, S.E.
Salem, OR 97310
(503) 378-3573

Mentor Program Questions

1.	Total number of schools in state:	*1,213
2.	Total number of students in state:	*521,945
3.	Total number of teachers in state:	*26,208
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	YES
8.	If not, why? Reasons for ending program.	1. Restructuring 2. Losing Teachers 3. Funding

Pennsylvania

State Department of Education
333 Market Street
Harrisburg, PA 17126
(717) 783-6788

Contact Person:

Carol Bellew
Regional Director
Division of School Based Improvement
Bureau of Curriculum and Academic Services
717-783-1028

Dr. Joseph A. Skok, Chief
Division of School Based Improvement
Bureau of Curriculum and Academic Services

Mentor Program Questions

1.	Total number of schools in state:	*3,190
2.	Total number of students in state:	*1,764,946
3.	Total number of teachers in state:	102,405
4.	Number of new teachers in:	
	1993:	4,795
	1988:	3,578
	1984:	2,075

5.	Reasons for changes in numbers:	While the total number of classroom teachers decreased 4.2% since 1988-89, 21.9% more classroom teachers were hired in 1993-94 than at that time. Over the past 10 years, the majority of newly hired classroom teachers had no previous experience in education. Of the 5,785 hired in 1988-89 and the 7,050 hired in 1993-94, 61.8% and 68%, respectively, had no previous classroom experience.
6.	Does your state have a statewide mentoring program?	YES Teacher Induction Program
9.	If yes, when did the program begin?	1987-88 All school districts must have a state-approved induction plan in place.
10.	What was the reasoning for beginning the mentoring program?	Part of the New Teacher Induction Program Nation at Risk reports stating need to change way of doing things. Provide formalized support for new teachers.
11.	Who was responsible for starting the mentoring program? Why?	State Board of Education Regulations
12.	How is the mentoring program financed or funded?	No state funding for the program. State requirement that districts need a plan for induction of new teachers which needs to be approved at state level. Local districts need to use their regular funding to support the program. No special funding is provided for the mentoring program.
15.	How are the mentors selected?	Districts have a variety of ways to select mentors.

16.	How many first year teachers are in the mentoring program?	All first-year teachers
17.	Do all first year teachers have a mentor?	YES All full and part-time regularly employed teachers engaged in their initial teaching experience must participate in the school entity's induction program. The regulation states there shall be a mentor relationship between the inductee and the induction team. There may be more than one mentor, may be a team to support the person, including the mentor, principal and other support people.
18.	What are the positive aspects of the mentoring program?	Providing support to new teachers. Formalizing the support system. Flexibility of the program - can be adapted to any district. Mentoring program is tied to getting permanent certification in Pa. after June 1, 1987. Need to show evidence of having completed an induction program. Teachers in private schools, although not required to have a program, must institute a program if they want to become permanently certified.
20.	What would you change about the mentoring program?	Proposed revisions to the regulations have now required the induction program to be included in the district strategic plan, which will support the accomplishment of the mission of the strategic plan. This helps to focus everything on the accomplishment of the district's mission and student learning outcomes. Set aside funding for the program. More monitoring of the programs to be able to share information amongst the districts.

Rhode Island

State Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2031

Mentor Program Questions

1.	Total number of schools in state:	77 Districts *308
2.	Total number of students in state:	*147,487
3.	Total number of teachers in state:	*10,066
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	There is a pilot program beginning in the 1994-95 school year.
8.	If not, why?	
9.	If yes, when did the program begin?	Pilot program - 94-95
10.	What was the reasoning for beginning the mentoring program?	We have been discussing the need for mentoring programs for first-year teachers. To encourage standards for beginning teachers.
11.	Who was responsible for starting the mentoring program? Why?	The State Department and the administration.
12.	How is the mentoring program financed or funded?	Primarily funded through the state budget.
13.	What is the budget for the mentoring program?	$70,000 Startup money

14.	How is the money allocated?	$10,000 each for 7 districts to develop models of mentoring.
15.	How are the mentors selected?	The mentor selection process varies from district to district. Each district develops their own plan.
16.	How many first year teachers are in the mentoring program?	The goal is by 1999 for every district to have a mentor program in place and working.
17.	Do all first year teachers have a mentor?	NO
18.	What are the positive aspects of the mentoring program?	1. Learning how to bring together higher education and schools. 2. Groups at the district level - the various constituencies gain a broader way of thinking in focusing attention on beginning teachers. 3. Statewide team provides guidelines of the selection process for training mentors - having a good match to create a positive relationship. 4. Raise awareness for first-year teachers and their needs.
19.	What do you feel works best in your mentoring program?	Allowing districts to design their own programs.
21.	What improvements would you make in the mentoring program?	Give districts in the planning stages of mentoring programs more technical assistance. Need more money and quality. Expand the program. Have the state develop a process for mentor selection. Improve the evaluation process of the mentoring programs - may be difficult to compare across the 7 districts, when each develops their own mentoring program. What do we want to know about program success?
22.	What additional information would you like to add?	Mentoring is so important for the transition from preparation to practice.

South Carolina

State Department of Education
Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8500

Mentor Program Questions

1.	Total number of schools in state:	1,095
2.	Total number of students in state:	632,258
3.	Total number of teachers in state:	38,222
4.	Number of new teachers each year:	2000 new teachers each year
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	Many districts have mentoring programs Hoping to begin a statewide program during the 1994-95 school year Need for systemic change
8.	If not, why?	Legislature funds some money to school districts for mentoring programs. Pilot program during the 94-95 school year will assist in making funding decisions. This pilot will be an experimental design. Would like funding of $300 per new teacher and $500 for each mentor, for a total of $800. This will open the door for the professional development school concept.

South Dakota

State Department of Education
Kneip Building
700 Governors Drive
Pierre, SD 57501
(605) 733-3243

Mentor Program Questions

1. Total number of schools in state:	*827
2. Total number of students in state:	*143,482
3. Total number of teachers in state:	*9,985
6. Does your state have a statewide mentoring program?	NO

Tennessee

State Department of Education
100 Cordell Hull Building
Nashville, TN 37219
(615) 714-2731

Mentor Program Questions

1. Total number of schools in state:	*1,554
2. Total number of students in state:	*881,425
3. Total number of teachers in state:	*47,406
6. Does your state have a statewide mentoring program?	NO

Texas

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701
(512) 463-9734

Contact Person:

Jean Holden, Ph.D.
Division of Professional Educator Preparation

Mentor Program Questions

1.	Total number of schools in state:	6,343
2.	Total number of students in state:	3,608,262
3.	Total number of teachers in state:	224,995
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1991-92 School Year
10.	What was the reasoning for beginning the mentoring program?	Provide assistance to new teachers Retain teachers in the profession Improve performance of new teachers to improve effective teaching Ultimately - student success
11.	Who was responsible for starting the mentoring program? Why?	Texas Education Code, 13.038 Teacher Induction

15. How are the mentors selected?	Characteristics of a Mentor: 1. Enthusiasm for teaching 2. Effective interpersonal communication and organizational skills 3. Positive and encouraging attitude 4. Dedication to professional growth 5. Acceptance of diverse learning/teaching styles 1. Willingness to serve 2. Valid credentials 3. Classroom teacher 4. Three years in the employing district 5. Experience - minimum three years 6. Exemplary teaching performance 7. Recommendation of principal and/or campus selection committee
16. How many first year teachers are in the mentoring program?	All first-year teachers
17. Do all first year teachers have a mentor?	YES
18. What are the positive aspects of the mentoring program?	All beginning teachers have a mentor Induction programs include a team approach for helping the first-year teacher
19. What do you feel works best in your mentoring program?	Mentor provides: 1. Logistical support 2. Emotional support 3. Instructional support Mentor Training provides: 1. Awareness 2. New teacher needs and expectations 3. Peer coaching skills (observation and communication skills) 4. Effective teaching practices

22. What additional information would you like to add?	1. Induction programs are necessary for all beginning teachers in making the transition from novice to experienced teacher. 2. Induction programs must be based on needs of individuals and adjust as needed. 3. Training should be provided to the mentor teachers, including reduced teaching load. 4. Support with professional development needs to be separated from evaluation of the new teacher. 5. Teacher training is an ongoing educational process from preservice to retirement, needing cooperative financial and programmatic support.

Mentoring Frameworks for Texas Teachers is a publication by the Texas Education Agency, Division of Professional Educator Preparation, June, 1993. The following excerpts are direct quotes from this publication:

> The document includes a rationale for mentoring programs, needs of new teachers, what is working in mentoring programs, evaluation suggestions, a composite of the various mentoring and induction models, a glossary, and an annotated bibliography that contains sections on mentoring, discipline management, peer coaching, classroom management and the beginning teacher. The manual represents the collective philosophy and procedures from educators across the state who are actively involved in the management of successful mentoring and induction programs. This document is offered as a guideline for school districts, universities, education service centers, or individuals who are developing or enriching mentoring and induction programs.

This document is available from the Texas Education Agency, and is an excellent reference for mentoring first-year teachers. Other interesting topics in this document include: needs of new teachers; definitions of a mentor; what is working in schools; evaluation; initial mentoring training program, suggestions for working with first year teachers and much more.

Utah

State Office of Education
250 E. 5th S.
Salt Lake City, UT 84111
(801) 533-7500

Mentor Program Questions

1.	Total number of schools in state:	*728
2.	Total number of students in state:	*474,675
3.	Total number of teachers in state:	*19,524
6.	Does your state have a statewide mentoring program?	NO

Vermont

State Department of Education
State Office Building
120 State Street
Montpelier, VT 05602
(802) 828-3135

Contact Person:

Teaching and Learning Team
802-828-2756

Mentor Program Questions

1.	Total number of schools in state:	*394
2.	Total number of students in state:	*104,533
3.	Total number of teachers in state:	*7,566
6.	Does your state have a statewide mentoring program?	NO

Virginia

State Department of Education
P.O. Box 6-Q
Richmond, VA 23216
(804) 225-2023

Mentor Program Questions

1. Total number of schools in state:	1,781
2. Total number of students in state:	1,042,463
3. Total number of teachers in state:	73,583.08
6. Does your state have a statewide mentoring program?	NO

Washington

State Department of Education
Old Capitol Building
Olympia, WA 98504-7200
(206) 753-6738

Contact Person:

Joanne Sorensen
Certification and Program Specialist
P.O. Box 47200

Mentor Program Questions

1.	Total number of schools in state:	*2,064
2.	Total number of students in state:	*938,314
3.	Total number of teachers in state:	*46,439
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1985 In 1985 the Washington State Legislature enacted SHB 174, entitled the Beginning Teacher Assistance Program. When the program was expanded, the title was changed to Teacher Assistance Program - TAP.
10.	What was the reasoning for beginning the mentoring program?	Help new teachers be more effective. Retain new teachers. Make the transition easier.

11. Who was responsible for starting the mentoring program? Why?	**Legislative Funding** Statute by the Legislature Not mandated as required for everyone Pilot Program for a year or two, then went to regular program.
12. How is the mentoring program financed or funded?	**State Funding**
13. What is the budget for the mentoring program?	$3 Million, 300 thousand for 93-95 2 school years
14. How is the money allocated?	This state funded program is administered by the Puget Sound Educational Service District. The money is divided up among the 9 regional educational service districts in the state according to the student population in each region. The educational service district administers the program in their region and decides how to divide the money among the school districts in that region.
15. How are the mentors selected?	The mentor is selected by the local school district after beginning teachers have been accepted. If the bargaining unit exists within the district, classroom teachers representing the bargaining unit must participate in the mentor selection process.
16. How many first year teachers are in the mentoring program?	School districts nominate certificated staff members based on district allocation who meet the criteria. The Puget Sound ESD approves the nominations.

17. Do all first year teachers have a mentor?	**NO** A beginning teacher or ESA is one with fewer than ninety consecutive school days of certificated teaching experience in either public or private school in any grade, preschool through 12th, and who is employed by the district for ninety consecutive days or more.
18. What are the positive aspects of the mentoring program?	TAP - Teacher Assistance Program provides assistance to first-year teachers (including special education, vocational and educational staff associates (ESA's) by pairing them with an experienced teacher or ESA who serves as a mentor.
19. What do you feel works best in your mentoring program?	Training is provided to both team members via workshops. The TAP program has been most successful when mentors are assigned to the same building and teach in the same subject area or grade level as the persons with whom they are working, or serve in the same ESA roles.

West Virginia

State Department of Education
1900 Washington Street
Charleston, WV 25305
(304) 348-2681

Contact Person:

Dr. Bob Harrison
1900 Caanawha Blvd.

Mentor Program Questions

1.	Total number of schools in state:	883
2.	Total number of students in state:	310,511
3.	Total number of teachers in state:	21,024
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	August, 1990
10.	What was the reasoning for beginning the mentoring program?	Part of a comprehensive educational reform for the total school system for the state of W.Va. We felt that was one component which was very critical and missing in current reform initiatives.
11.	Who was responsible for starting the mentoring program? Why?	Senate Bill 1 We have state legislatively mandated mentoring programs.

12.	How is the mentoring program financed or funded?	Through state legislative funds.
13.	What is the budget for the mentoring program?	$200,000 per year Fluctuates with the supply and demand of teachers
14.	How is the money allocated?	Each beginning teacher during the first year of employment in the state of W.Va. is required to be assigned a mentor. The mentor is paid a stipend of $600 a year.
15.	How are the mentors selected?	Criteria for years of experience, as well as the county decision. This varies according to the county school districts, as we have gone to local decision making site based management. Some philosophies state content to content, some are building to building (same), some say same subject area...depends on the size of the school and the philosophy of the county. No one can be a mentor unless they have gone through mentor training which is jointly administered by the Dept. of Educ. and the Center for Professional Development.
16.	How many first year teachers are in the mentoring program?	All of them
17.	Do all first year teachers have a mentor?	YES

18.	What are the positive aspects of the mentoring program?	1. Makes the transition from the college classroom into the world of work a lot smoother. 2. Helps to strengthen the teacher's skills. 3. Continuous sustained staff development for the new teacher for their first year of employment. 4. Some counties opt to continue the mentoring process for 2 years above and beyond, which are then county financed. 5. Helps to orient the new teacher to the school systems where they are employed. 6. For teachers returning to teachers after a period of time away, gets them up to par on current trends in education. 7. Provides networking opportunities where beginning teachers work with other beginning teachers and mentors work with other mentors.
19.	What do you feel works best in your mentoring program?	The idea of teacher decision making.
20.	What would you change about the mentoring program?	Longer induction program - 2-3 years of funding.
21.	What improvements would you make in the mentoring program?	Do a better job of linkages and networking by providing more regional services, because of the geography of our state, adding teleconferences Having an endorsement for mentors - to create a better mentor pool.

22. What additional information would you like to add?	We are very proud of our program. I think we were one of the first states to legislate mentoring for first year teachers as something that had to happen, which was 5 years ago. We have a strong history of teacher education. We used to have regional teacher education centers, PACE centers that actually worked with the colleges in articulating and transition to the world of work. We have had informal mentoring since 1970, and legislated mentoring since 1990. We used to have certification levels for people - Teacher education associates, teacher education B certification, A certification and teacher education associates. We used to have a tiered certification system.

Wisconsin

State Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 266-1771

Mentor Program Questions

1.	Total number of schools in state:	*2,030
2.	Total number of students in state:	*860,581
3.	Total number of teachers in state:	*54,054
6.	Does your state have a statewide mentoring program?	NO

Wyoming

State Department of Education
Hathaway Building
Cheyene, WY 82002
(307) 777-7675

Contact Person:

Professional Teaching Standards Board

Mentor Program Questions

1.	Total number of schools in state:	*411
2.	Total number of students in state:	*100,314
3.	Total number of teachers in state:	*6,754
6.	Does your state have a statewide mentoring program?	NO

1999 - 2000

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Alabama

State Department Of Education
50 N. Ripley St.
Montgomery, AL 36130-2101
(334) 242-9700
Fax: (334) 242-9708

Contact Person:

Jayne Meyer
Director of Teacher Education and Certification

Mentor Program Questions

1.	Total number of schools in state:	*1,345
2.	Total number of students in state:	*748,156
3.	Total number of teachers in state:	*45,040
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	From 1973-1975 Alabama had a pilot mentoring program for first year teachers. Alabama has been unable to obtain state funding since that time.

Alaska

State Department Of Education
801 W. 10th St., Ste. 200
Juneau, AK 99801
(907) 465-2800

Contact Person:

Judith Entwife, Administrator
Teaching and Learning Support
Teacher Education and Certification
(907) 465-2857
(907) 465-2441
e-mail: Judith_Entwife@eed.state.ak.us

Mentor Program Questions

1.	Total number of schools in state: 1996-1997 School year	490 Public 494 Home 48 Private
2.	Total number of students in state: 1996-1997 School year	126,465
3.	Total number of teachers in state: December, 1998	9,304
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 Not Available 1386 1330 972
5.	Reasons for changes in numbers:	1. 3 year retirement incentive program brought record retirements.
6.	Does your state have a statewide mentoring program?	NO

Arizona

State Department Of Education
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 542-6417
Fax: (602) 542-5440

Mentor Program Questions

1. Total number of schools in state:	*1,340
2. Total number of students in state:	*799,250
3. Total number of teachers in state:	*40,521
6. Does your state have a statewide mentoring program?	NO

Arkansas

State Department Of Education
Capitol Mall, Bldg. 4
Little Rock, AR 72201-1071
(501) 682-4205
Fax: (501) 682-4466

Contact Person:

Melanie Kennon
(501) 682-5763
mkennon@arkedu.k12.ar.us

Donna Zornes
Coordinator of Professional Licensure
Fax: 501-682-4898

Mentor Program Questions

1.	Total number of schools in state:	1,155
2.	Total number of students in state:	448,810
3.	Total number of teachers in state:	62,000 42,000 Employed
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	Pilot started during the 1999-2000 School Year. Full implementation in 2002.

10.	What was the reasoning for beginning the mentoring program?	1. Increase student achievement 2. Increase new teacher retention
11.	Who was responsible for starting the mentoring program? Why?	Arkansas Department of Education (ADE) Professional Licensure Unit
12.	How is the mentoring program financed or funded?	ADE Funding
13.	What is the budget for the mentoring program?	$2,500 per new teacher
14.	How is the money allocated?	$2500 per new teacher
15.	How are the mentors selected?	Selection criteria being developed.
16.	How many first year teachers are in the mentoring program?	Data unavailable at this time.
17.	Do all first year teachers have a mentor?	YES
18.	What are the positive aspects of the mentoring program?	No data available yet for the remaining questions.
19.	What do you feel works best in your mentoring program?	
20.	What would you change about the mentoring program?	
21.	What improvements would you make in the mentoring program?	
22.	What additional information would you like to add?	

California

State Department Of Education
721 Capitol Mall, Rm. 524
Sacramento, CA 95814
(916) 657-4766

Contact Person:

Tom Rose
Professional Development
(916) 657-2750
trose@cde.ca.gov

Mentor Program Questions

1.	Total number of schools in state:	8,000
2.	Total number of students in state:	5.8 Million
3.	Total number of teachers in state:	270,000
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 25,000 25,000 25,000 18,000
5.	Reasons for changes in numbers:	Class size reduction in grades K-3 was implemented beginning in 1997 and created a significant demand for more new teachers as class size moved from 34 to 20.
6.	Does your state have a statewide mentoring program?	YES

9.	If yes, when did the program begin?	Created by Senate Bill 813 in 1983; began in 1984.
10.	What was the reasoning for beginning the mentoring program?	a) Help new teachers b) Help existing teachers c) Provide additional stipends to experienced (mentor) teachers
11.	Who was responsible for starting the mentoring program? Why?	Senator Gary Hart, Assembly Members Marian Bergeson and Teresa Hughes and Superintendent of Public Instruction, Bill Honig.
12.	How is the mentoring program financed or funded?	Financed by annual state allocations to all participating districts. (Virtually all districts)
13.	What is the budget for the mentoring program?	$82 million 1999-2000. Less in future years as it is being phased out in lieu of a new "Peer Assistance and Review Program".
14.	How is the money allocated?	By formula: One mentor position $5,640, for each 20 credentialed teachers in the school district, or fraction thereof. Example: 100 teachers = 5 mentors ($28,200)
15.	How are the mentors selected?	By local district selection committees, consisting of teachers and school administrators. Teachers must comprise a majority of the committee.

16. How many first year teachers are in the mentoring program?	Not too many. California has a separate Beginning Teacher Support and Assessment (BTSA) Program, enacted in 1992, to serve all first and second-year teachers. BTSA is more structured than mentor programs. The BTSA budget is $87 million for the next year. Mentors may be assigned by their district to work in the BTSA program; this makes an actual count of new teachers served very difficult or duplicative
17. Do all first year teachers have a mentor?	Virtually all districts have BTSA programs, and an estimated 90% of all new teachers are in a BTSA program. They will receive support from experienced teachers; those teachers may or may not be designated as mentors and recipients of mentor teacher stipends.
18. What are the positive aspects of the mentoring program?	
19. What do you feel works best in your mentoring program?	
20. What would you change about the mentoring program?	California is phasing out its mentor program in favor of the more structured and highly successful BTSA program and the new Peer Assistance and Review (PAR) program initiated by our new governor.

21. What improvements would you make in the mentoring program?	BTSA was considered highly successful in many districts, but because of its use, varied widely among districts. Its success was not universally touted. Some districts may have used too many of their mentor teachers to develop new curriculum (allowed under the law), rather than using them for the act's primary purpose: the mentoring of other teachers.
22. What additional information would you like to add?	The mentoring program is in the process of change. It will be phased out in the next 2 years. California will move to Peer Assistance and Review, which will be similar, however, more structured and more limited. The BTSA law is found in California Education Code sections 44490-44498, which can be accessed on-line at www.leginfo.ca.gov.

Colorado

State Department Of Education
State Office Building
201 E. Colfax Ave.
Denver, CO 80203-1715
(303)866-6646
Fax: (303)830-0793

Contact Person:

Barb Lautenbach
Professional Licensing Services Unit
201 E. Colfax Ave., Rm. 501
Denver, CO 80203-1715
(303) 866-6932

Mentor Program Questions

1. Total number of schools in state:	1,544
2. Total number of students in state:	687,167
3. Total number of teachers in state:	72,249
6. Does your state have a statewide mentoring program?	YES
9. If yes, when did the program begin?	1994
11. Who was responsible for starting the mentoring program? Why?	Legislature State Board I do not have further information on Colorado's mentoring program.

Connecticut

State Department Of Education
State Office Building
165 Capitol Ave.
Hartford, CT 06106
(203) 566-5061

Contact Person:

Catherine W. Fisk, Ph.D.
Coordinator
Educator Standards and Assessment Unit
P.O. Box 2219
Hartford, CT 06145-2219
(860) 566-2492
(860) 566-2693 Fax
email: katie.fisk@po.state.ct.us

Mentor Program Questions

1.	Total number of schools in state:	1,068
2.	Total number of students in state:	536,119
3.	Total number of teachers in state:	43,947 Total Certified Staff 30,303 Classroom Teachers
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 1800 1900 2100 2600
5.	Reasons for changes in numbers:	1. Student enrollment increases 2. Increase in retirements
6.	Does your state have a statewide mentoring program?	YES Beginning Educator Support & Assessment Program Includes assessment of teaching competency

9.	If yes, when did the program begin?	1987 Pilot 1989 Full Statewide Implementation
10.	What was the reasoning for beginning the mentoring program?	Education Enhancement Act of 1986
11.	Who was responsible for starting the mentoring program? Why?	State
13.	What is the budget for the mentoring program?	$3.5 Million for induction & assessment program of mentoring (support) and assessment (portfolio), successful completion of which is required to continue licensure.
15.	How are the mentors selected?	1. A mentor is an accomplished teacher who has been selected by the local school district and has completed BEST Program Support Teacher training. 2. A "BEST" support team" is a group of educators led by a school staff member who has completed BEST Support Teacher training. A support team may support one or more beginning teachers at the district or building level.
16.	How many first year teachers are in the mentoring program?	1999 -1800 1998 - 1900 1997 - 2100 1996 - 2600
17.	Do all first year teachers have a mentor?	YES All beginning teachers are required to participate in the Beginning Educator Support and Training Program (BEST).
19.	What do you feel works best in your mentoring program?	1. Approximately 25% of Connecticut's active teaching workforce have participated in standards-based training as mentors or assessors of beginning teachers.
21.	What improvements would you make in the mentoring program?	1. Additional funding for support of beginning teachers.

Delaware

State Department Of Public Instructions
Townsend Building
Dover, DE 19901
(302) 739-4601
Fax: (302) 739-4654

Contact Person:

Dr. Barkley
wbarkley@state.de.us

Mentor Program Questions

1.	Total number of schools in state:	*183
2.	Total number of students in state:	*110,549
3.	Total number of teachers in state:	*6,642
6.	Does your state have a statewide mentoring program?	YES
7.	If not, have you ever had a statewide program?	There is now a voluntary program which may become mandatory.
8.	If not, why?	The cost is high. Want the program to evolve from the bottom up, rather than be mandated from the top down.
9.	If yes, when did the program begin?	There is a voluntary program which began in 1993. This is on a voluntary basis for school districts. Not every first year teacher has a mentor.

District Of Columbia

District Of Columbia Public Schools
825 N. Capitol St., NE, Ste. 9026
Washington, DC 20002
(202)442-5885

Contact Person:

Tony Graham
Carolyn Pinkney
Teacher Affairs Helping Teachers Office
202-442-5616

Mentor Program Questions

1.	Total number of schools in state:	146
2.	Total number of students in state:	70,762
3.	Total number of teachers in state:	*5,288
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	YES Now there are different types of certification programs.

Florida

State Department of Education
Florida Education Center
325 W. Gaines Street
Tallahassee, FL 32399
(850) 487-1785
(850) 488-1492

Contact Person:
Pete Kreis
850-488-8385
Cheryl Cliett
Governor's Office
850-410-0501

Mentor Program Questions

1.	Total number of schools in state:	*2,801
2.	Total number of students in state:	*2,242,212
3.	Total number of teachers in state:	*120,471
6.	Does your state have a statewide mentoring program?	NO Currently there is no true organized statewide mentoring program for all first year teachers. The January, 2000 report from the commissioners to the governor recommends mentoring. Most districts have mentoring programs as part of their induction and alternative preparation programs. There are several academies and institutes where experienced teachers help to mentor.
7.	If not, have you ever had a statewide program?	YES See information from 1993-94 School Year

Georgia

State Department of Education
2066 Twin Towers East
205 Butler St., SW
Atlanta, GA 30334
(404) 656-2800

Contact Person:

Ed Sikes
Leadership Academy
Beginning Teacher Program
esikes@doe.k12.ga.us

Mentor Program Questions

1.	Total number of schools in state:	1,850
2.	Total number of students in state:	1,422,762
3.	Total number of teachers in state:	90,000
4.	Number of new teachers:	Exact figures are unavailable.
5.	Reasons for changes in numbers:	Increaseed enrollment
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	

10.	What was the reasoning for beginning the mentoring program?	To assist new teachers. To help new teachers entering the teaching field.
11.	Who was responsible for starting the mentoring program? Why?	Legislative action providing funding for mentors.
12.	How is the mentoring program financed or funded?	State Funding
13.	What is the budget for the mentoring program?	$1,250.000
14.	How is the money allocated?	A stipend is sent to teachers.
15.	How are the mentors selected?	A veteran or mentor teacher needs a special endorsement. 100 hours of training is provided in teacher support and mentoring.
16.	How many first year teachers are in the mentoring program?	Approximately 3,000
17.	Do all first year teachers have a mentor?	NO
18.	What are the positive aspects of the mentoring program?	Support system for beginning teachers (0-3 years). Support for other teachers.
19.	What do you feel works best in your mentoring program?	Teachers have a person on the faculty to assist with questions. Support for the new teachers.
20.	What would you change about the mentoring program?	Increase the program so that it requires each new teacher (0-3 years) to have a mentor.
21.	What improvements would you make in the mentoring program?	Training needs to be updated. More teachers trained to be mentors. More beginning teachers trained.
22.	What additional information would you like to add?	The mentoring program provides assistance and support for new teachers.

Hawaii

State Department of Education
1390 Miller St.
Honolulu, HI 96813
(808) 586-3234

Mentor Program Questions

1.	Total number of schools in state:	*249
2.	Total number of students in state:	*187,653
3.	Total number of teachers in state:	*10,576
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	Individual programs in Hawaii, but no statewide program.
8.	If not, why?	Hawaii is so spread out.

Idaho

State Department of Education
Len B. Jordan Office Building
650 W. State
Boise, ID 83720
(208)334-300

Contact Person:

Larry Norton
Certification Division
P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6885
lnorton@sde.state.id.us

Mentor Program Questions

1. Total number of schools in state:	112 Districts
2. Total number of students in state: 1998-1999	244,623
3. Total number of teachers in state:	13,395.36 Classroom Teachers
4. Number of new teachers in 1999: 1998: 1997: 1996:	 679 590 733 796

5.	Reasons for changes in numbers:	1. Leaving for personal reasons.
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1996-1997
10.	What was the reasoning for beginning the mentoring program?	Reinstated after several year hiatus.
11.	Who was responsible for starting the mentoring program? Why?	State Department of Education pushed for it.
12.	How is the mentoring program financed or funded?	Legislative Appropriation
15.	How are the mentors selected?	District option
16.	How many first year teachers are in the mentoring program?	1999 - 645.94 1998 - 548.52 1997 - 559.32
17.	Do all first year teachers have a mentor?	NO Only if their district applies for funding. Not all districts do.

16. How many first year teachers are in the mentoring program?	Not too many. California has a separate Beginning Teacher Support and Assessment (BTSA) Program, enacted in 1992, to serve all first and second-year teachers. BTSA is more structured than mentor programs. The BTSA budget is $87 million for the next year. Mentors may be assigned by their district to work in the BTSA program; this makes an actual count of new teachers served very difficult or duplicative
17. Do all first year teachers have a mentor?	Virtually all districts have BTSA programs, and an estimated 90% of all new teachers are in a BTSA program. They will receive support from experienced teachers; those teachers may or may not be designated as mentors and recipients of mentor teacher stipends.
20. What would you change about the mentoring program?	California is phasing out its mentor program in favor of the more structured and highly successful BTSA program and the new Peer Assistance and Review (PAR) program initiated by our new governor.

Illinois

State Department of Education
100 N.1st Street
Springfield, IL 62777
(217) 782-2221

Mentor Program Questions

1.	Total number of schools in state:	4,251
2.	Total number of students in state:	2,011,530
3.	Total number of teachers in state:	118,091 (1997-1998)
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 ? 5,147 4,662 4,879
5.	Reasons for changes in numbers:	1. Increased enrollments. 2. Efforts to decrease class size.
6.	Does your state have a statewide mentoring program?	NO We would hope to design one in the next 2 years.

Indiana

State Department of Education
100 N. Capitol Street #229
Indianapolis, IN 46204
(317) 232-6610

Mentor Program Contact Person:

Dr. Richard Frisbie
dfrisbie@psb.state.in.us

Mentor Program Questions

1.	Total number of schools in state:	*1,929
2.	Total number of students in state:	*983,415
3.	Total number of teachers in state:	*56,708
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1988
10.	What was the reasoning for beginning the mentoring program?	State Law to assist new teachers and improving teaching.
11.	Who was responsible for starting the mentoring program? Why?	Legislature
12.	How is the mentoring program financed or funded?	Legislature

13.	What is the budget for the mentoring program?	$2 million annually
14.	How is the money allocated?	$600 per mentor teacher $200 to districts for release time
15.	How are the mentors selected?	Mentors are selected by the principal: 1. 5 years of teaching experience 2. Same grade level
16.	How many first year teachers are in the mentoring program?	All first-year teachers
17.	Do all first year teachers have a mentor?	YES
18.	What are the positive aspects of the mentoring program?	Assists the new teacher to get started in the profession.
19.	What do you feel works best in your mentoring program?	
20.	What would you change about the mentoring program?	
21.	What improvements would you make in the mentoring program?	
22.	What additional information would you like to add?	

Iowa

State Department of Public Intruction
Grimes State Office Building
E. 14th & Grand Streets
Des Moines, IA 50319
(515) 281-5294

Contact Person:

Mary Beth Fracek
Iowa Department of Education
(515) 281-3160
e-mail: marybeth.schroederfracek@ed.state.ia.us

Mentor Program Questions

1.	Total number of schools in state:	375 Districts 1,555 Public 210 Non Public
2.	Total number of students in state:	505,130 Public 43,417 Non Public
3.	Total number of teachers in state:	32,964 Public 2,694 Non Public 441 AEA's Area Education Agencies are regional intermediate education centers.
4.	Number of new teachers in 1999: 1998: 1997: 1996:	
5.	Reasons for changes in numbers:	Sorry, this isn't clear. What changes?
6.	Does your state have a statewide mentoring program?	YES
7.	If not, have you ever had a statewide program?	

8.	If not, why?	
9.	If yes, when did the program begin?	1999
10.	What was the reasoning for beginning the mentoring program?	Iowa Legislation, Spring 1999
11.	Who was responsible for starting the mentoring program? Why?	The Iowa Legislature with the Iowa Department of Education
12.	How is the mentoring program financed or funded?	Iowa Legislature
13.	What is the budget for the mentoring program?	$300,000 the first year.
14.	How is the money allocated?	
15.	How are the mentors selected?	By each school district.
16.	How many first year teachers are in the mentoring program?	
17.	Do all first year teachers have a mentor?	YES With this program they all do.
18.	What are the positive aspects of the mentoring program?	NA
19.	What do you feel works best in your mentoring program?	NA
20.	What would you change about the mentoring program?	Too soon to tell.
21.	What improvements would you make in the mentoring program?	NA
22.	What additional information would you like to add?	

Iowa

State Department of Public Intruction
Grimes State Office Building
E. 14th & Grand Streets
Des Moines, IA 50319
(515) 281-5294

Contact Person:

Mary Beth Fracek
Iowa Department of Education
(515) 281-3160
e-mail: marybeth.schroederfracek@ed.state.ia.us

Mentor Program Questions

1.	Total number of schools in state:	375 Districts 1,555 Public 210 Non Public
2.	Total number of students in state:	505,130 Public 43,417 Non Public
3.	Total number of teachers in state:	32,964 Public 2,694 Non Public 441 AEA's Area Education Agencies are regional intermediate education centers.
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1999

10. What was the reasoning for beginning the mentoring program?	Iowa Legislation Spring 1999
11. Who was responsible for starting the mentoring program? Why?	The Iowa Legislature with the Iowa Department of Education
12. How is the mentoring program financed or funded?	Iowa Legislature
13. What is the budget for the mentoring program?	$300,000 the first year.
15. How are the mentors selected?	By each school district.
17. Do all first year teachers have a mentor?	YES With this program they all do.
20. What would you change about the mentoring program?	Too soon to tell.

Kansas

State Department of Education
Kansas State Education Building
120 E. 10th Street
Topeka, KS 66612-1182
(785) 296-3201
Fax: (785) 296-7933

Contact Person:

Judi Miller
(785) 296-5081

Mentor Program Questions

1. Total number of schools in state:	304 Districts 1455 Schools
2. Total number of students in state:	468,744
3. Total number of teachers in state:	35,000 Practicing Certified Teachers, Administrators 100,000 Certified Teachers
6. Does your state have a statewide mentoring program?	NO

Kentucky

State Department of Education
500 Mero St.
Frankfort, KY 40601-1972
(502) 564-3141

Mentoring Program Contact Person:

Marilyn K. Troupe, Director
Division of Teacher Education
1024 Capitol Center Drive
Frankfurt, KY 40601
(e-mail) mtroupe@kde.state.ky.us

Mentor Program Questions

1.	Total number of schools in state:	1,392 Public schools only.
2.	Total number of students in state:	657,593 Public schools only.
3.	Total number of teachers in state:	46,430
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 2,920 2,963 2,446 2,650
5.	Reasons for changes in numbers:	NONE
6.	Does your state have a statewide mentoring program?	YES Kentucky Teacher Internship Program (KTIP)
9.	If yes, when did the program begin?	Mandated in 1984 Implemented in 1985

10.	What was the reasoning for beginning the mentoring program?	To assess and assist new teachers.
11.	Who was responsible for starting the mentoring program? Why?	Mandated by General Assembly in 1984 and implemented in 1985.
12.	How is the mentoring program financed or funded?	General Assembly appropriates money. (Kentucky tax dollars)
13.	What is the budget for the mentoring program?	1984 - 85: $4.2 million 1998 - 99: $4 + million
15.	How are the mentors selected?	Resource teacher must have completed 4 years of successful teaching experience or achieved tenure, a master's degree or its equivalent, or 2,000 hours of continuing professional activities. Local principals assign resource teachers to interns.
16.	How many first year teachers are in the mentoring program?	1999 - 2,920 1998 - 2,963 1997 - 2,446 1996 - 2,650
17.	Do all first year teachers have a mentor?	YES
18.	What are the positive aspects of the mentoring program?	1. Assists with the transition process for new teachers. 2. Creates better school communication and collaboration. 3. Provides professional development for resource teachers.
19.	What do you feel works best in your mentoring program?	There is one mentor (resource teacher) per new teacher (intern teacher).
21.	What improvements would you make in the mentoring program?	1. Assist resource teachers in providing quality time with interns. 2. Promote more training for local KTIP coordinators. 3. Involve all faculty who teach prospective interns in the KTIP process. 4. Add an additional year to the internship.

Louisiana

State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(225) 342-3602
(225) 342-7316

Contact Person:

Marie Weiss
Sheila Tavis
Quality Educators
(225) 342-3527
Mickey Pounders
mpounders@mail.doe.state.la.us

Mentor Program Questions

1.	Total number of schools in state:	*1,447
2.	Total number of students in state:	*793,296
3.	Total number of teachers in state:	*47,334
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	Pilot programs began in 1993.
10.	What was the reasoning for beginning the mentoring program?	I have information that Louisiana has a mentoring program for first-year teachers, however, I do not have more information on how the mentoring program operates.

Maine

State Department of Education & Cultural Services
Education Building
23 State House Station
Augusta, ME 04333-0023
(207) 287-5802
(207) 287-5800

Mentor Program Contact Person:

Nancy Ibargue
Special Services
(207) 287-3910

Mentor Program Questions

1.	Total number of schools in state:	722 Public 109 Private
2.	Total number of students in state:	210,250 Public 16,632 Private
3.	Total number of teachers in state:	15,690 Public 1,077 Private
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 400 Public 75 Private 327 Public 66 Private 277 Public 41 Private 256 Public
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	YES
8.	If not, why?	Local School Systems do have mentoring programs. Mentoring program was initially funded with state funding. The legislature is considering putting money into the mentoring program again.

Maryland

State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(410) 767-0462
Fax: (410) 333-6033

Mentor Program Questions

1.	Total number of schools in state:	*1,286
2.	Total number of students in state:	*818,583
3.	Total number of teachers in state:	*47,943
6.	Does your state have a statewide mentoring program?	NO

Massachusetts

State Department of Education
One Ashburton Pl., Rm. 1401
Boston, MA 02108
(617) 727-9323
Fax: (617) 727-5570

Mentor Program Questions

1.	Total number of schools in state:	*1,856
2.	Total number of students in state:	*933,898
3.	Total number of teachers in state:	*64,574
6.	Does your state have a statewide mentoring program?	NO
8.	If not, why?	Not Required

Michigan

State Department of Education
Ottawa Street Office Building, S., 5th Fl.
P.O. Box 30008
Lansing, MI 48909
(517) 373-3354
Fax: (517) 335-4565

Contact Person:

Frank Ciloski
Educational Consultant
ciloskif@state.mi.us

Mentor Program Questions

1.	Total number of schools in state:	*3,853
2.	Total number of students in state:	*1,684,386
3.	Total number of teachers in state:	*88,051
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1996 - 3 years ago
10.	What was the reasoning for beginning the mentoring program?	Legislature
11.	Who was responsible for starting the mentoring program? Why?	
12.	How is the mentoring program financed or funded?	Eisenhower Professional Development Funds

Minnesota

State Department of Education
712 Capitol Square Building
550 Cedar Street, 7th Fl.
Minneapolis, MN 55101
(651) 582-8204
Fax: (651) 582-8724

Contact Person:

Don Krukow
Teacher Mentorship
651-582-8807

Mentor Program Questions

1.	Total number of schools in state:	*2,116
2.	Total number of students in state:	*164,627
3.	Total number of teachers in state:	*48,245
4.	Number of new teachers in: 1998: 1997: 1996:	 2,554 2,208 2,555
5.	Reasons for changes in numbers:	
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	YES (1993-1994)

Mississippi

State Department of Education
Sillers State Office Building
P.O. Box 771
Jackson, MS 39205
(601) 359-3513
Fax: (601) 359-3242

Contact Person:

Daphne Buckley
601-359-3631

Mentor Program Questions

1.	Total number of schools in state:	*1,007
2.	Total number of students in state:	*503,967
3.	Total number of teachers in state:	*29,293
5.	Reasons for changes in numbers:	There is a critical teacher shortage in Mississippi.
6.	Does your state have a statewide mentoring program?	NO Do have a law which requires school districts to have a structured, formal mentoring program. This mandate is not funded, however.
7.	If not, have you ever had a statewide program?	Some money has been received from the legislature to begin work on a mentoring program. Now doing some pilot work.

Missouri

State Department of Education
Jefferson Bldg., 6th Fl.
P.O. Box 480
Jefferson City, MO 65102
(573) 751-4446
(573) 751-1179
rbartman@mail.dese.state.mo.us

Contact Person:

Bob Bell
Teacher Education
wbell@mail.dese.state.mo.us

Mentor Program Questions

1.	Total number of schools in state:	*2,291
2.	Total number of students in state:	*900,042
3.	Total number of teachers in state:	*59,436
6.	Does your state have a statewide mentoring program?	YES Requires a beginning teacher to have a mentor. There are guidelines which are not required to follow. Many small schools. Not a lot of monitoring. No hard and fast rules. Try to match for specialization, however a match may not be available.
9.	If yes, when did the program begin?	1993

10.	What was the reasoning for beginning the mentoring program?	Competition with other countries to improve education. Missouri felt the pressure to improve through starting a mentoring program for first-year teachers.
11.	Who was responsible for starting the mentoring program? Why?	**Legislature** The Excellence in Education Act was passed in 1988, indicating that first-year teachers must have a mentor.
12.	How is the mentoring program financed or funded?	**Legislature**
15.	How are the mentors selected?	The administrators in the school districts select the mentors. It is recommended that the mentors have a) 5 years of experience b) Classified as master teachers c) Matching grade level d) Matching subject area A teacher could volunteer as a mentor and approach the administrator, asking to mentor a new teacher.
16.	How many first year teachers are in the mentoring program?	**All first-year teachers**
17.	Do all first year teachers have a mentor?	**YES** The requirement is that every beginning teacher must have a mentor on the staff who is close to the same grade level and approximately the same subject area that they are teaching.
18.	What are the positive aspects of the mentoring program?	1. When a first-year teacher has a problem, they have a person they can go to immediately with that problem who is not their evaluator, who is experienced and may have been through that themselves and can lend them some solid advice as to how to resolve it. 2. Camaraderie and trust relationship that is built, which gives a great deal of help to the first year teacher.
19.	What do you feel works best in your mentoring program?	Larger districts are doing better, as more mentors to choose from.

Montana

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620
(406) 444-7362
Fax: (406) 444-2893

Mentor Program Questions

1. Total number of schools in state:	880
2. Total number of students in state:	157,556
3. Total number of teachers in state:	*10,268
6. Does your state have a statewide mentoring program?	NO Do have Special Education Internships to add an endorsement. Do have Guidance and Counseling Internships to add an endorsement.

Nebraska

State Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
(402) 471-5020
Fax: (402) 471-0117

Contact Person:

Ginny Carter
Educational Support Services
402-471-2369
Fax: 402-471-0774
gcarter@edneb.org
Joel
(402) 471-0947

Mentor Program Questions

1.	Total number of schools in state:	1,259 - Public 269 - NonPublic
2.	Total number of students in state:	286,970 - Public 42,837 - NonPublic
3.	Total number of teachers in state:	20,504.94 F.T.E. - Public 2,520.70 F.T.E. - NonPublic
4.	Number of new teachers in 1999:	1,057.55 F.T.E. - Public
6.	Does your state have a statewide mentoring program?	YES All schools are eligible to apply for money to operate their own mentoring program. 1999-2000 first year of funding through the lottery.

Nevada

State Department of Education
Capitol Complex
700 E 5th Street
Carson City, NV 89701-5096
(775) 687-9200
Fax: (775) 687-9202

Mentor Program Questions

1.	Total number of schools in state:	486
2.	Total number of students in state:	311,063
3.	Total number of teachers in state:	19,629
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 1,933 1,908 1,678 1,002
5.	Reasons for changes in numbers:	1. Growth in new residents moving to state. 2. Class size reduction at grades 1,2 &3. 3. Growth in major businesses in the state. (Gaming & Mining)
6.	Does your state have a statewide mentoring program?	NO We will be requesting funding at the next legislative session to support a statewide program. Individual school districts in the state currently provide mentoring to new teachers.

New Hampshire

State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3144
Fax: (603) 271-1953

Contact Person:

Judy Phileon
Credentialing Office

Mentor Program Questions

1.	Total number of schools in state:	*512
2.	Total number of students in state:	*198,308
3.	Total number of teachers in state:	*12,692
6.	Does your state have a statewide mentoring program?	NO Has only alternative certification. Training programs are in Higher Education. Many districts do have mentoring programs.
7.	If not, have you ever had a statewide program?	YES There was a successful pilot. N.H. had a model program. Northeast Regional Lab was handling the mentoring program. The Lab assigned a different agency and the mentoring piece was dropped.

New Jersey

State Department of Education
225 E. State Street
P.O. Box 080
Trenton, NJ 08625
(609) 292-4450

Mentor Program Contact Person:

Judith A. Cifone
Coordinator of the Provisional Teacher Program
fax: (609) 984-3356

Ida Graham
Director of Licensing/Credentials

Mentor Program Questions

1.	Total number of schools in state:	640 School Districts & Charter Schools 800 + NonPublic
2.	Total number of students in state:	1,300,000 Public School 218,000 Private School
3.	Total number of teachers in state:	89,000
4.	Number of new teachers in: 1999: 1998: 1997: 1996:	 6000 5371 5013 3229 Excluding Special Education
5.	Reasons for changes in numbers:	Retirements

6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	1993
10.	What was the reasoning for beginning the mentoring program?	Began provisional licensure for all first-year teachers - part of a year long requirement to insure successful year, weed out unsatisfactory teachers, etc.
11.	Who was responsible for starting the mentoring program? Why?	Part of initiative for alternate route established in 1985 by New Jersey Department of Education.
12.	How is the mentoring program financed or funded?	New teachers and/or districts subsidize payment for mentoring services rendered.
13.	What is the budget for the mentoring program?	
14.	How is the money allocated?	
15.	How are the mentors selected?	District decision
17.	Do all first year teachers have a mentor?	All first year teachers receive a mentor except special education, unless the district decides on its own to provide one for the special education teacher.
18.	What are the positive aspects of the mentoring program?	Helps the first year teacher to succeed and feel comfortable during the critical first year having a confidential relationship.
19.	What do you feel works best in your mentoring program?	
21.	What improvements would you make in the mentoring program?	More training More oversight

New Mexico

State Department of Education
State Department of Education Building
300 Don Gaspar
Santa Fe, NM 87501
(505) 827-6516
mdavis@sde.state.nm.us

Contact Person:

Patty Soukup
Educational Consultant

Mentor Program Questions

1.	Total number of schools in state:	*732
2.	Total number of students in state:	*332,632
3.	Total number of teachers in state:	*19,971
6.	Does your state have a statewide mentoring program?	NO There is a push in the State Legislature to improve teacher quality. There is a 2.4 million dollar grant which has a mentoring section which is in discussion now. The emphasis is on recruitment, training, induction and retention.
7.	If not, have you ever had a statewide program?	
8.	If not, why?	Mentoring is done at the district level.

New York

State Education Department
89 Washington Ave., Rm. 111
Albany, NY 12234
(518) 474-6569
Fax: (518) 473-4909

Contact Person:

Nancy Brennan
Associate
Office of Teaching
Room 5N EB
State Education Department
Albany, NY 12234
(518) 474-6440

Mentor Program Questions

1.	Total number of schools in state:	*4,172
2.	Total number of students in state:	*2,843,131
3.	Total number of teachers in state:	*185,104
6.	Does your state have a statewide mentoring program?	NO

7. If not, have you ever had a statewide program?	**YES** See information from 1994 chart. 1. Proposed revisions in classroom teacher certification. 2. Completion of a mentored year in the first year of professional service is one of the new components. 3. Full text of these proposed regulations: NYS Education website at www.nysed.gov Then go to the Teacher Certification site. Look for Draft Part 80 of the Commissioner's Regulations.
12. How is the mentoring program financed or funded?	Currently there is no specific funding source for teacher mentoring programs. We anticipate a request for legislative funds to support these efforts.

North Carolina

State Department of Public Instruction
Education Building
301 N. Wilmington
Raleigh, NC 27601-2825
(919) 715-1299
Fax: (919) 715-1278

Contact Person:

Eddie Ingram
919-715-1091
eingram@dpi.state.nc.us

Mentor Program Questions

1.	Total number of schools in state:	*2,005
2.	Total number of students in state:	*1,210,108
3.	Total number of teachers in state:	*75,239
6.	Does your state have a statewide mentoring program?	YES
9.	If yes, when did the program begin?	Pilot - 1982-83 Support system for beginning teachers 1985 - ICP Initial Certification Program
10.	What was the reasoning for beginning the mentoring program?	Prepare new teachers during the first 2 years of teaching. Support for beginning teachers.

11.	Who was responsible for starting the mentoring program? Why?	State Board of Education
12.	How is the mentoring program financed or funded?	
13.	What is the budget for the mentoring program?	
14.	How is the money allocated?	Mentor Team consists of: a) Trained mentor b) Principal or designee Support Team consists of: a) Career status teacher b) Principal or designee c) Specialist in curriculum or instruction
15.	How are the mentors selected?	Joint responsibility of the superintendent or designee and principal.
16.	How many first year teachers are in the mentoring program?	
17.	Do all first year teachers have a mentor?	
18.	What are the positive aspects of the mentoring program?	The mentor/support team work together. Training is provided.
19.	What do you feel works best in your mentoring program?	Items which are discussed with the new teacher are: expectations, reflections from observations, strengths and areas of need, provides resources, helps with problem solving and models exemplary teaching
20.	What would you change about the mentoring program?	
21.	What improvements would you make in the mentoring program?	1. More release time 2. More funds 3. More consistency among districts 4. Better defined structure 5. Reduction of paperwork
22.	What additional information would you like to add?	

North Dakota

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Fax: (701) 328-2461
wsanstea@mail.dpi.state.nd.us

Contact Person:

Dr. Mary Harris

Mentor Program Questions

1.	Total number of schools in state:	231
2.	Total number of students in state:	113,929
3.	Total number of teachers in state:	6,312
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 250 232 217 193
5.	Reasons for changes in numbers:	Supply and demand
6.	Does your state have a statewide mentoring program?	NO Pilot sites in Grand Forks & Bismarck are using Project Launch.

Ohio

State Department of Education
Ohio Department Building
65 S. Front Street #1005
Columbus, OH 43266-0308
(614) 466-7578
Fax: (614) 728-9703

Contact Person:

Roberta Mohan Newcomer, Ph.D.
Ohio Pathwise Coordinator
Ohio Dept. of Educ.
614-466-7908
614-728-3058
PD_NEWCOMER@al.ode.state.oh.us

Mentor Program Questions

1.	Total number of schools in state:	Special Schools - 76 Public Schools - 3,768 Non Public Schools - 938
2.	Total number of students in state:	Public - 1,841,617 Non Public - 243,220
3.	Total number of teachers in state:	144,526 Includes Administrators
4.	Number of new teachers in 1998: 1997: 1996:	Between 3,000 and 4,000 new teachers per year
5.	Reasons for changes in numbers:	Retirements, etc.
6.	Does your state have a statewide mentoring program?	NO Pilot programs are being implemented for the requirement for 2002.

9.	If yes, when did the program begin?	Pilots began in 1997
10.	What was the reasoning for beginning the mentoring program?	New Ohio Teacher Education and Licensure Standards require that beginning teachers successfully complete an entry year program starting in 2002 in order to receive a state professional teaching license. This program must consist of mentoring for professional development and a performance evaluation.
11.	Who was responsible for starting the mentoring program? Why?	Ohio Legislature
12.	How is the mentoring program financed or funded?	Federal and State Funds
13.	What is the budget for the mentoring program?	$2,000 per teacher in Pilot Program
14.	How is the money allocated?	Per Teacher
15.	How are the mentors selected?	Local Criteria
16.	How many first year teachers are in the mentoring program?	1,250 this year in Pilot
17.	Do all first year teachers have a mentor?	NO
18.	What are the positive aspects of the mentoring program?	1. Provides support for professional development 2. Prepares entry year teacher for assessment
19.	What do you feel works best in your mentoring program?	Training in Pathwise observer system
20.	What would you change about the mentoring program?	Need better training on mentoring skills to go along with content (Pathwise)
21.	What improvements would you make in the mentoring program?	Add training in mentoring skills (conferencing, building trust, etc.)

22. What additional information would you like to add?	

The Ohio State Board of Education has adopted Praxis III by Educational Testing Service (ETS) as the performance evaluation. The Ohio Department of Education (ODE) is training Praxis III assessors and conducting pilot assessments on current beginning teachers through Entry Year Grants to school districts. Praxis III assessors score each of the 19 criteria and determine an over-all rating. The pilot includes two Praxis III assessments for each new teacher. Results are sent to the new teacher only.

ETS has developed a companion program to Praxis III for mentors who are working with Entry Year teachers called Pathwise. Pathwise training at the mentor level consists oftwo days of study of the Praxis III (4 Domains and 19 Criteria) with the focus of observing beginning teachers, collecting evidence, writing summaries and suggestions. Pathwise mentors do not score, but rather provide evidence for focused discussion on teaching improvement. Funding for training practicing teachers (who are or will become mentors) in Pathwise is included in the Entry Year Grants. This is not a mandated program and school districts may choose to train their mentor teachers in other programs.

Since Pathwise teaches the mentor what to look for during the observation, many districts are supplementing Pathwise training with workshops on mentoring skills such as how to build trust, offer constructive criticism, etc.

In order to increase the capacity for local districts to train their own mentors in the Pathwise system, ODE is also offering training to selected experienced Pathwise mentors on how to conduct the two day Pathwise training. This training consists of an orientation and pre-test, four days of training, and an Observer Proficiency Test. Those who complete this training successfully are issued a certificate. A list of certificated Pathwise Trainers is provided to those receiving Entry Year Grants.

For further information on Pathwise, contact the Educational Testing Service. For further information about the Ohio Pathwise program, contact Roberta Mohan Newcomer, Ph.D.

Oklahoma

State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105-4599
(405) 521-3301
Fax: (405) 521-6205

Contact Person:

Linda Ruhman, Director
Resident Teacher Program
(same address as above)

Mentor Program Questions

1.	Total number of schools in state:	544
2.	Total number of students in state:	618,358
3.	Total number of teachers in state:	47,655
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 2,698 2,861 2,368 2,211
5.	Reasons for changes in numbers:	UNKNOWN
6.	Does your state have a statewide mentoring program?	YES
8.	If not, why?	
9.	If yes, when did the program begin?	Teacher Reform Act of 1980

10.	What was the reasoning for beginning the mentoring program?	Mandated by legislation
11.	Who was responsible for starting the mentoring program? Why?	Legislature and Oklahoma State Department of Education
12.	How is the mentoring program financed or funded?	Legislative Appropriation
13.	What is the budget for the mentoring program?	$1,036,881.00
14.	How is the money allocated?	Appropriated to public schools for mentor teacher stipends.
15.	How are the mentors selected?	The bargaining unit submits a list of names to the building principal. In the absence of a bargaining unit, the building teachers submit a list of names.
16.	How many first year teachers are in the mentoring program?	1999: 2,698 1998: 2,861 1997: 2,368 1996: 2,211
17.	Do all first year teachers have a mentor?	YES Mandated by Law
18.	What are the positive aspects of the mentoring program?	1. All teachers with zero years of teaching experience receive a license for the first year of teaching. 2. A committee consisting of a mentor teacher, administrator and higher education representative provide guidance and assistance and ultimately make a recommendation for certification or noncertification.
19.	What do you feel works best in your mentoring program?	
20.	What would you change about the mentoring program?	
21.	What improvements would you make in the mentoring program?	After 18 years of being a successful mentoring program, very little improvement is needed.

Oregon

State Department of Education
255 Capitol St., NE
Salem, OR 97310
(503) 378-3573
Fax: (503) 378-4772

Mentor Program Questions

1.	Total number of schools in state:	*1,222
2.	Total number of students in state:	*537,854
3.	Total number of teachers in state:	*26,757
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	YES

Pennsylvania

State Department of Education
Harristown 2, 10th Fl.
Harrisburg, PA i7120
(717) 787-5820
Fax: (717) 787-7222

Contact Person: Ms. Carol Bellow

Mentor Program Questions

1.	Total number of schools in state:	501 School Districts
2.	Total number of students in state:	1,816,566 in Public Schools 331,378 in Nonpublic Schools
3.	Total number of teachers in state:	106,687 Public School Teachers 20,989 Nonpublic School Teachers
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 ? 8,394 5,801 4,693
5.	Reasons for changes in numbers:	1. Early retirement plans/options passed by the Pennsylvania legislation.
6.	Does your state have a statewide mentoring program?	YES
7.	If not, have you ever had a statewide program?	
8.	If not, why?	
9.	If yes, when did the program begin?	1987

10. What was the reasoning for beginning the mentoring program?	Legislative Action
11. Who was responsible for starting the mentoring program? Why?	Legislature
12. How is the mentoring program financed or funded?	Locally funded
13. What is the budget for the mentoring program?	
14. How is the money allocated?	
15. How are the mentors selected?	Local Decision
16. How many first year teachers are in the mentoring program?	
17. Do all first year teachers have a mentor?	YES
18. What are the positive aspects of the mentoring program?	
19. What do you feel works best in your mentoring program?	
20. What would you change about the mentoring program?	
21. What improvements would you make in the mentoring program?	
22. What additional information would you like to add?	

Rhode Island

State Department of Education
255 Westminster Street
Providence, RI 02903-3400
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Contact Person:

Paula Akers
Kathy Rainone
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rid23943@ride.ri.net

Mentor Program Questions

1.	Total number of schools in state:	*316
2.	Total number of students in state:	*151,324
3.	Total number of teachers in state:	*10,656
6.	Does your state have a statewide mentoring program?	NO There is an alternative pathway to certification. 2 Mentor Fellows are teachers in residence to: 1. set up a mentoring system 2. to meet with a task force to develop criteria 3. require mentoring programs to be established
8.	If not, why?	There is a state requirement for districts to develop a plan for mentoring, however, there is no way to enforce it.

South Carolina

State Department of Education
Rutledge Building, Rm. 1006
1429 Senate Street
Columbia, SC 29201
(803) 734-8492

Mentor Program Questions

1.	Total number of schools in state:	1,114
2.	Total number of students in state:	653,941
3.	Total number of teachers in state:	44,449
6.	Does your state have a statewide mentoring program?	YES I received information that South Carolina does have a mentoring program for first-year programs. I have not received details of their program, however.

South Dakota

State Department of Education
700 Governers Drive
Pierre, SD 57501
(605) 773-5669
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Contact Person:

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Director
Office of Policy and Accountability
South Dakota Dept. of Education & Cultural Affairs
Janelle.Toman@state.sd.us

Mentor Program Questions

1.	Total number of schools in state:	176 School Districts 757 Schools Attendance Centers
2.	Total number of students in state:	131,117
3.	Total number of teachers in state:	9,446
4.	Number of new teachers in 1999: 1998: 1997: 1996:	949 1,052 1,136 1,197
5.	Reasons for changes in numbers:	

6.	Does your state have a statewide mentoring program?	**NO** The mentoring concept has been discussed by our staff and others in the educational community from time to time. The SD Legislature meets again in January, 2000, so there are no draft proposals at this time.
7.	If not, have you ever had a statewide program?	**YES** A pilot program for mentor teachers was established by the SD Legislature in 1989. It was repealed by the Legislature in 1995.

Tennessee

State Department of Education
710 James Robertson Pkwy.
Nashville, TN 37243
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Fax: (615) 532-4791

Contact Person:

Mary Ferrell
Consultant

Mentor Program Questions

1.	Total number of schools in state:	*1,565
2.	Total number of students in state:	*905,089
3.	Total number of teachers in state:	*54,790
6.	Does your state have a statewide mentoring program?	NO
7.	If not, have you ever had a statewide program?	NO
8.	If not, why?	Individual school systems may have mentoring programs. There is nothing statewide at this time.

Texas

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701
(512) 463-8985
(512) 463-90088
www.svec.state.tx.us

Mentor Program Questions

1.	Total number of schools in state:	7,673
2.	Total number of students in state:	4,002,227
3.	Total number of teachers in state:	268,227
6.	Does your state have a statewide mentoring program?	NO Texas has mentor programs for schools, not for teachers. Some districts do have mentoring programs.
7.	If not, have you ever had a statewide program?	YES

Utah

State Office of Education
250 E. 5th S.
Salt Lake City, UT 84111
(801) 538-7510
(801) 538-7521

Mentor Program Questions

1. Total number of schools in state:	*735
2. Total number of students in state:	*481,812
3. Total number of teachers in state:	*19,734
6. Does your state have a statewide mentoring program?	NO Each district is asked to do a mentoring program. All are different.

Vermont

State Department of Education
State Office Building
120 State Street
Montpelier, VT 05602
(802) 828-3135
(802) 828-3140

Mentor Program Questions

1. Total number of schools in state:	*384
2. Total number of students in state:	*106,341
3. Total number of teachers in state:	*7,751
6. Does your state have a statewide mentoring program?	NO

Virginia

State Department of Education
Monroe Bldg., 25th Fl.
101 N. 14th St.
Richmond, VA 23219
(804) 225-2023
Fax: (804) 371-2099

Contact Person:

Doris Brown
804-371-7875

Byrd Latham
Teacher Education Specialist
804-225-2104

Mentor Program Questions

1.	Total number of schools in state:	1,816 (1999-2000)
2.	Total number of students in state:	1,133,994 (1999-2000)
3.	Total number of teachers in state:	79,036 (1998-1999)
6.	Does your state have a statewide mentoring program?	NO Mentor Teacher programs are optional. The legislature is currently discussing mentoring programs.

Washington

State Department of Education
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200
(360) 753-6738
(360) 753-6712

Contact Person:

Sue Anderson
Coordinator Beginning Teacher Induction Program

Mentor Program Questions

1.	Total number of schools in state:	*2,180
2.	Total number of students in state:	*974,504
3.	Total number of teachers in state:	*48,307
6.	Does your state have a statewide mentoring program?	YES Do have Beginning Teacher Induction Program Not Mandatory

11. Who was responsible for starting the mentoring program?	Statutes: RCW 28A.415.250 Teacher Assistance Program-Provision for Mentor Teachers. The superintendent of public instruction shall adopt rules to establish and operate a teacher assistance program. For the purposes of this section, the terms "mentor teachers," "beginning teachers," and "experienced teachers" may include any person possessing any one of the various certificates issued under RCW 28A.410.010. The program shall provide for: 1. Assistance by mentor teachers who will provide a source of continuing and sustained support to beginning

Statutes: RCW 28A.415.250 Teacher Assistance Program-Provision for Mentor Teachers.

The superintendent of public instruction shall adopt rules to establish and operate a teacher assistance program. For the purposes of this section, the terms "mentor teachers," "beginning teachers," and "experienced teachers" may include any person possessing any one of the various certificates issued under RCW 28A.410.010. The program shall provide for:

1. Assistance by mentor teachers who will provide a source of continuing
and sustained support to beginning teachers, or experienced teachers who are having difficulties, or both, both in and outside the classroom. A mentor
teacher may not be involved in evaluations under RCW 28A.405.100 of a teacher who receives assistance from said mentor teacher under the teacher assistance program established under this section. The mentor teachers shall also periodically inform their principals respecting the contents of training sessions and other program activities;

2. Stipends for mentor teachers and beginning and experienced teachers which shall not be deemed compensation for the purposes of salary lid compliance under RCW 28A.400.200: PROVIDED, That stipends shall not be subject to the continuing contract provisions of this title;

3. Workshops for the training of mentor and beginning teachers;

4. The use of substitutes to give mentor teachers, beginning teachers, and experienced teachers opportunities to jointly observe and evaluate teaching situations and to give mentor teachers opportunities to observe and assist beginning and experienced teachers in the classroom;

5. Mentor teachers who are superior teachers based on their evaluations, pursuant to RCW 28A.405.010 through 28A.405.240, and who hold valid continuing certificates;

6. Mentor teachers shall be selected by the district and may serve as mentors up to and including full time. If a bargaining unit, certified pursuant to RCW 41.59.090 exists within the district, classroom teachers representing the bargaining unit shall participate in the mentor teacher selection process; and

7. Periodic consultation by the superintendent of public instruction or the superintendent's designee with representatives of educational organizations and associations, including educational service districts and public and private institutions of higher education, for the purposes of improving communication and cooperation and program review.

West Virginia

State Department of Education
Building 5, Rm. 205
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Charleston, WV 25305-0330
(304) 558-2440
Fax: (304) 558-1311

Contact Person

Training: Dr. Gail Looney
West Virginia Center for Professional Development

Paying Mentors: Office of Professional Preparation
West Virginia Department of Education

Mentor Program Questions

1.	Total number of schools in state: 1997-1998	849 Public 2002 Private
2.	Total number of students in state: 1997-1998	296,496 Public 16,476 Private
3.	Total number of teachers in state: 1997-1998	20,816 Public Classroom Teachers
4.	Number of new teachers in 1999: 1998: 1997: 1996:	 502 561.5 Not Available Not Available
5.	Reasons for changes in numbers:	Numbers are similar.
6.	Does your state have a statewide mentoring program?	YES
7.	If not, have you ever had a statewide program?	

8.	If not, why?	
9.	If yes, when did the program begin?	1992
10.	What was the reasoning for beginning the mentoring program?	To provide a continuum of growth from the preservice to the professional teaching level.
11.	Who was responsible for starting the mentoring program? Why?	Legislators
12.	How is the mentoring program financed or funded?	State Funded
13.	What is the budget for the mentoring program? 1997-98	$337,100 This figure does not include training.
14.	How is the money allocated?	
15.	How are the mentors selected?	1. Positions are posted.
16.	How many first year teachers are in the mentoring program?	1999 - 502 1998 - 561.5 1997 - NA 1996 - NA
17.	Do all first year teachers have a mentor?	YES
18.	What are the positive aspects of the mentoring program?	1. The program is comprehensive in nature. 2. It establishes a support team for the first year of employment for the new teacher.
19.	What do you feel works best in your mentoring program?	
20.	What would you change about the mentoring program?	
21.	What improvements would you make in the mentoring program?	1. Perhaps the program could address the needs of new teachers hired mid-year.
22.	What additional information would you like to add?	

Wisconsin

State Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 266-1771
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Contact Person:

Kathryn Lind
Teacher Licensing
kathryn.lind@dpi.state.w.us

Mentor Program Questions

1.	Total number of schools in state:	*879,259
2.	Total number of students in state:	*2,037
3.	Total number of teachers in state:	*54,769
6.	Does your state have a statewide mentoring program?	NO Working on a mentoring program now. Rules to enact mentoring program through the legislature for 2004.

Wyoming

State Department of Education
Hathaway Building, 2nd Fl.
2300 Capitol Ave.
Cheyenne, WY 82002-0050
(307) 777-7675

Mentor Program Questions

1. Total number of schools in state:	*410
2. Total number of students in state:	*99,058
3. Total number of teachers in state:	*6,729
6. Does your state have a statewide mentoring program?	NO Some discussion of mentoring programs is now in progress. No state mandate for mentoring. Districts have the authority for mentoring programs.

CONCLUSION

This research on mentoring programs for first-year teachers across the United States was a tremendous undertaking for one person! I am amazed that the number of mentoring programs from 1993 to 2000 has not changed significantly. During the 1993-1994 school year, 19 states had statewide mentoring programs for first-year teachers. During the 1999-2000 school year, 21 states had established first-year teacher mentoring programs.

I am also perplexed that some states had established mentoring programs which were effective, yet were still cut from the budget. Several states have been planning on starting a mentoring program, yet money has not yet been allocated.

From the information I have been able to gather, the following 24 states have had no mentoring program for either the 1993-94 school year nor the 1999-2000 school year: Alabama, Alaska, Arizona, Hawaii, Illinois, Kansas, Maine, Maryland, Massachusetts, Mississippi, Nevada, New Hampshire, New Mexico, New York, North Dakota, Oregon, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Virginia, Wisconsin and Wyoming.

The following 6 states had a mentoring program for first-year teachers in the 1993-94 school year, but not in the 1999-2000 school year: District of Columbia, Florida, Minnesota, Montana, Ohio, and Texas.

The following 8 states did not have a mentoring program for first-year teachers during the 1993-94 school year, and did during the 1999-2000 school year: Arkansas, Delaware, Idaho, Iowa, Louisiana, Michigan, Nebraska, and South Carolina.

The following 13 states have had mentoring programs in both the 1993-94 and 1999-2000 school year: California, Colorado, Connecticut, Georgia, Indiana, Kentucky, Missouri, New Jersey, North Carolina, Oklahoma, Pennsylvania, Washington and West Virginia.

I would like to apologize at this time for any inaccuracies this document may contain. I have tried to do a very thorough and complete job to determine the mentoring each state is providing for its first-year teachers. As I stated in the beginning of this book, oftentimes I have received conflicting information from various sources within the same state. I will be happy to remedy any inaccuracies in future editions of this resource book. Please send the accurate information to me at the following address: 1510 Shore Drive, Anchorage, Alaska 99515. Dealing with this conflicting information was the largest dilemma in completion of this book.

I also had difficulties staying true to my preferred definition of statewide mentoring programs. Originally my intent was to categorize a state as having a statewide mentoring program only if they provided mentoring for every first-year teacher. This definition became too constraining for providing information on programs in the various states. I chose to include all states which said they had a statewide mentoring program, rather than restricting the definition.

I believe teachers need a great deal of support in their first year of teaching. Teaching has many facets, which a mentor can ease a teacher into through continued support, providing assistance as needed in the first year. I hope in the future states will move toward providing mentoring programs to assist all first-year teachers. Supporting first-year teachers is helpful for a wide variety of reasons, including:

1. A teacher needs to learn much more about teaching than that provided in preservice preparation programs.

2. The continuum of professional growth is extended beyond student teaching and into the initial years of teaching, when the first-year teacher begins to apply previous learning.

3. A successful induction experience provides a bridge which links preservice preparation with the world of professional practice.

4. New teachers need support during this crucial phase to be able to grow and develop to their potential.

5. First-year teachers do not emerge from their college preparation programs as fully formed professionals, needing support to survive the transition and to improve as a professional.

6. The need for successful mentoring programs has become more critical as the demand for teachers increases.

7. Teachers face increasingly challenging teaching assignments with students who are more racially, linguistically and ethnically diverse.

8. Special education students are increasingly being moved into the mainstream classrooms.

9. New teachers are a valuable resource which must not be lost due to the lack of adequate training. A high percentage of new teachers quit within the first three years.

10. First-year teachers state that support contributes to their success.

I believe this book can be of tremendous benefit as a resource for assisting with establishing mentoring programs. Hopefully, the contacts will be of value if you are in any process of preparing a mentoring program for first-year teachers. If I can be of any assistance, please feel free to contact me, as well. I look forward to seeing more mentoring programs for first-year teachers in the United States.

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